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A MANUAL OF SUGGESTIONS ADAPTING THE INSTRUCTIONAL MATERIALS IN THE SOCIAL STUDIES TO THE READING ABILITIES OF SLOW LEARNING CHILDREN IN THE FIFTH GRADE

Submitted by

Leonor M. Rich

(B.S.Ed., Boston University, 1937)

In partial fulfillment of requirements for

the degree of Master of Education

1947

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CHAPTER I

INTRODUCTION

The purpose of this paper is to prepare a manual of materials for the use of teachers in meeting the social studies requirements of slow-learning children in the fifth grade. Though this group includes approximately one fourth of any average class, there are few specific aids for the teacher in handling their academic development. To substantiate this statement, Long [1] has found "that from twenty to twenty-five per cent of the school population is estimated to be in this group whose mental ages lag behind their chronological ages to such a degree that the ratio or intelligence quotient falls below 90." The results of other studies in the determination of the percentage of cases are presented in the next chapter.

A vast amount of research over a period of years has been centered on mentally deficient children, but little has been done with this important group slightly below normal, except to label them as dull with the

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1/Elizabeth Long, "Adapting the School Program to the Slow-Learning Child," Educational Method, 9:73-83, November, 1929.

expectancy that they will assimilate some of the classroom work. Curriculum adjustments have been made but there is still need for materials that will provide adequately for the education of the slow-learners in the school population.

Featherstone[1/] in a recent study has summed up the great necessity for preparing these children of lesser mental ability to meet the demands of life:

> In school, at home, no matter where, one must never forget that the slow-learner is no less a "person," no less an individual, than any other human being. His talents may be few, his promises slight, but he is none the less a member of mankind, cast in the same mold and made of the same clay. He claims equal right with others in the regard of his fellowmen, and to guidance and instruction designed to stimulate his growth to the fullest stature his powers permit. He, too, must be helped to stand on his own feet and face the world, self-reliant and unafraid. "With malice towards none, with charity for all" must be the teacher's watchword. Any other point of view denies the faith that has made America great."

It is imperative to look ahead to the years when these children as adults will have a share in public work; will have to rely upon their own thinking; will have to cast their votes to perpetuate a democratic form of government; will raise their families; and will have to find a proper niche in life among the workers of the world. Until the school takes major steps to improve the situation

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1/ W. B. Featherstone, Teaching the Slow Learner, New York: Bureau of Publications, Teachers College, Columbia University, 1941, 101 p.

by building an appropriate curriculum that will promote good mental hygiene as well as educational growth, a minimum of progress can be made.

Most school communities have conscientiously endeavored to devise programs for small group work with provisions for individual instruction, but the curriculum requirements and high grade standards have resulted in non-promotions along the way, culminating in a cessation of schooling for many when the legal age has been reached.

The all-important problem of adapting the social studies instructional materials to the reading abilities of slow-learning children in the fifth grade is given attention in this paper because at this level, pupils are beginning to use reading skills in applying the techniques of elementary research to the acquisition of new knowledge. It is the task of educators to enable all pupils under their guidance to work to their capacities despite the academic difficulties that beset them along the path of progress. Since the development of concepts in the social studies is dependent to a large extent upon the ability to comprehend the printed page, the focal point of attack upon the problem of the slow-learner must begin with adapting reading material to meet the abilities of these children.

CHAPTER II

REVIEW OF THE LITERATURE

Who Constitutes the Slow-Learning Group

The reader's attention is called to the fact that the group of children who are termed "slow-learners" are not enrolled in special classes or those designed for intellectually deficient children, but rather they belong to the next higher level, who do not achieve a great degree of mastery of the subject matter taught. Reports of research among the specialists in this field of child study show some deviations relative to the range of I. Q.'s and the percentage of slightly handicapped children in the school population. Generally they lie between the intelligence levels of 75 and 90, commonly called the dull-normal pupils.

In his study of the reading problem of the dull normal, Kirk[1/] states that:

"With an I. Q. between 80 and 90, the dull-normal child is somewhat slower in learning the academic subjects than most of the children in the school. Problems of truancy, delinquency, behavior, and disinterest in school work are more frequent with this group than with average

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1/Samuel A. Kirk, Teaching Reading to Slow-Learning Children, Boston: Houghton Mifflin Co., 1940. 178 p.

or superior children.

Over fifteen per cent of school children are dull-normal and backward. Educationally these children are usually one to three years below children of their age, and they rarely complete the secondary school successfully."

Gertrude Hildreth [1] remarks that they constitute fifteen to twenty per cent of the total school population. This is the group that falls just below the middle fifty or sixty per cent of the juvenile population in mental ability as measured by objective tests, and just above the lowest five per cent. They fall in the 75-90 or 70-85 I. Q. range.

Strang [2] estimates that approximately fifteen to eighteen per cent of elementary school children fall in the dull-normal group, having I. Q.'s between 70 or 85 and 90.

Featherstone [3] has discovered that in every sample of one hundred pupils selected at random from the elementary schools of the nation, there are at least twenty who must be regarded as slow-learners.

Baker's [4] comment is that "they form a group midway between normal, average children, and the mentally

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1/Gertrude Hildreth, "Educational Provisions for Slow-Learning Pupils," Ed. Adm. and Supervision, 25:491-512, October, 1939.
2/Ruth Strang, Introduction to Child Study, New York: Macmillan Co., 1938. 475 pp.
3/W. B. Featherstone, op. cit., preface, page v.
4/Harry Baker, Introduction to Exceptional Children, New York: Macmillan Company, 1944. 244 pp.

subnormal, but they are sufficiently different from the average to merit special study and discussion. They include from twenty to twenty-five per cent of the school population. In terms of intelligence tests they range in I. Q.'s from 70 to 75 up to 90, but mental limits should not be too definite. Many of them have limitations in factors such as physical condition, personality, and in other areas. In spite of these minor deviations they pass for normal children, since such differences are small. However, the cumulative effects of these deviations over a period of years create problems of extreme maladjustment for the schools as well as for the pupils themselves.

Except in few extreme cases the degree of intelligence cannot be estimated from the general appearance of an individual's facial characteristics. Certain types of mannerisms and specialized behavior are not reliable indicators of intelligence. Speed of movement is not very helpful, although accuracy may be more significant."

Witty and Koepel [1/] state that "there are perhaps fifteen per cent with I. Q.'s 70 to 85 to whom the public

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1/ Paul Witty and David Koepel, Reading and the Educative Process, Boston: Ginn and Company, 1939. 191 pp.

school has a definite obligation. Most of these children are poorly equipped to meet the demands of the typical school because the standards set for all children are unattainable by these youngsters when academic tasks are first introduced; at a later time, after they have failed again and again, the same tasks are no longer appropriate in terms of the children's maturing interests and needs. In a school whose curriculum is organized to meet individual needs, these children in the lower grades will have little need for reading and will possess restricted ability in it; in the upper grades they will display reading abilities at fifth grade, sixth grade, and perhaps seventh grade levels."

The eight authorities quoted are a reliable sampling of the research that has been done to determine the identity of slow-learners in the schools of the nation. From fifteen per cent to twenty-five per cent of the total school enrollment have I. Q. 's from 70 to 90. All writers on the subject of slow-learning children appear to be in agreement that pupils who are below the average in general mental ability and specific aptitudes will lose interest and fall behind scholastically unless the work is adapted to their abilities and needs.

Characteristics of the Slow-Learning Children

There are certain generally well-defined characteristics of the slow child besides his mental development and ability that must be given consideration in planning his education. It is essential that the teacher become familiar with these characteristics in order that she may capitalize every opportunity to promote growth in ability, both horizontally and vertically. The following list is based on the findings of Burton[1], Chase[2], Featherstone[3], Hildreth[4], Ingram[5], Long[6], Norris[7], Reavis[8], Strang[9], and the Thirty-fifth Yearbook of the National Society for the Study of Education.[10]

1. In physical development he is like the normal.

1/William H. Burton, The Guidance of Learning Activities, New York: D. Appleton-Century Co., 1944. 527 p.

2/W. Linwood Chase, Suggestions for Adjustment of Instruction, an unpublished bulletin.

3/W. B. Featherstone, op. cit., 4-6 pp.

4/Gertrude Hildreth, Learning the Three R's, Philadelphia: Educational Publishers, Inc., 1937. 290 pp.

5/Christine P. Ingram, Education of the Slow-Learning Child, New York: World Book Company, 1935. 392 pp.

6/Elisabeth Long, "Adapting the School Program to the Slow-Learning Child," Educational Method, 9:73-83, November, 1929.

7/Forbes H. Norris, The Slow-Learner, an Instructional Problem, an unpublished bulletin.

8/Paul B. Jacobson, and William C. Reavis, Duties of School Principals, New York: Prentice Hall, Inc., 1942. 387 pp.

9/Ruth Strang, op. cit., 475 pp.

10/"The Grouping of Pupils," Thirty-fifth Yearbook of the National Society for the Study of Education, Part 1, Bloomington, Ill.: Public School Pub. Co., 1936, 5 pp.

His interests may not be so wide or so varied, but he can readily take his place in games with the normal group and learn to conform to group codes.

2. He is interested in the constructive and "doing" side of experience and profits by this form of expression, though he is not so competent manually as the bright. He has a narrow technical horizon even in lines of work in which he is highly interested.

3. His language development is slower than that of the normal.He forms fewer associations and forms them more slowly. Word meanings and vocabulary development come more slowly and only through actual experience. He exhibits weakness in forming associations between words and ideas.

4. His rote memory is better than his associative and logical memory. He learns slowly and forgets quickly.

5. He does not so readily discriminate differences or recognize similarities as does the normal child. His abilities to do these things are developed by repeatedly directing him to observe and to make comparisons.

6. His ability to form judgments, to generalize, and to understand abstractions is limited. He is led to generalize only through being helped to appreciate the application of general principles to a large number of specific instances. He can understand simple generalizations only when they are built up from a number of concepts. He thinks more often in terms of immediate objectives, and he deals largely in things concrete. Emphasis must be placed upon details, not upon broad general ideas. The dull-pupil generalizes and applies processes only to problems well within his training and experiences. He requires concrete expression and has difficulty in using symbols because he is impressed by the physical and mechanical aspects rather than the significance of situations or the abstract.

7. He is limited in the powers of independence, initiative, and resourcefulness, and requires more direction and more frequent opportunity than does the normal child to plan and to carry out activities within his ability.

8. He is slower in detecting and correcting his own errors than is the normal child and needs more specific guidance if he is to profit from experience. He possesses limited powers of self-criticism and often does not know whether he is right or wrong.

9. He has a limited power of assimilation. He is illogical, partly owing to his limited number of ideas. He is a pattern-reaction individual, for, lacking the ability to organize things for himself, he tries to live by rule-of-thumb. He is better able to execute than to plan. He understands and learns general processes through situations in which specific habits and automatic responses are formed. He depends upon constant guidance and sympathetic encouragement of the teacher.

10. His outlook or point of view is extremely local.

11. He is an inveterate and confirmed guesser.

12. His ability to analyze and to reason is limited because his judgment is poor.

13. He has imitative capacities rather than creative because he is low in imagination.

14. His muscular coordinations and motor skills are inferior.

15. He lacks system in working. He has good but vague intentions.

16. He lacks social intelligence. His personal qualities tend toward the anti-social and undesirable. He is apt to be selfish and self-centered, although notable exceptions can be found. He is shy in making social contacts, and often shows poor judgment in selecting his companions.

17. He is mentally immature, following the principle of "never do today what you can put off until tomorrow."

18. He has low reading ability. He does very little out-of-school reading beyond the comics.

19. He needs more time to do his work than the normal. If the educational process is arranged to allow him to proceed at his own rate, he can develop some power of self-criticism. He is slower in getting under way and weak in transfer, and uses a thing in the situation in which he learns it. He cannot transfer it out of its original setting. Hence, the dull child must acquire through direct teaching much knowledge that the bright child acquires incidentally.

20. He often exhibits fears about his work because of a feeling of insecurity.

21. He needs to have his confidence built up constantly.

22. He responds well to responsibility for little extra jobs on routine matters.

23. Illnesses are somewhat more common than for the more favored groups; thus he loses more time from school.

24. He is constantly being accused of poor conduct, inclinations to truancy, willful disobedience, poor attitudes, wastefulness, lack of persistence, destructiveness, lack of cooperation, etc.

25. He does not grasp long or complicated problems.

26. He learns by very simple mental processes and has a poor understanding of the processes in his work.

27. He needs a great deal of practice and repetition because of the limited amount of transfer or "carry-over" from the learning to its application, or from the learning of one fact to the learning of another.

28. He prefers and profits from daily assignments rather than long units of work.

29. He cannot cover up his special disabilities as can the bright, but he does employ his abilities such as they are. For example, he may learn the number combinations but be unable to use the combinations correctly in problem solving that requires reading comprehension and reasoning. He cannot analyze nor synthesize as well for problem solving purposes as brighter children. He tends to respond to problems involving reasoning in a stereotyped, mechanical fashion or according to pre-established habit patterns. He fails to compensate for his shortcomings as well as brighter children.

30. His power of attention is limited, as is his use of experience. Because he works less intensively than normal children, he does not fatigue so easily. Concentrating on purely intellectual tasks becomes increasingly difficult. He lacks ability to carry a sequence of ideas long enough to reach a point off in the distance.

31. He fails to follow directions adequately.

32. He comprehends questions with difficulty, though he understands the language used, and forms meaningful associations less readily than the normal.

33. He is often optomistic of his ability to meet any situation at the outset, but he is easily discouraged when difficulties arise. He lacks resourcefulness in getting out of a difficulty. He does not vary procedures in meeting emergencies as adequately as brighter children.

34. He exhibits inertia toward new methods of attack on a problem.

35. He has difficulty in suspending judgment, in weighing alternatives, or in choosing the correct alternative of several.

36. He cannot respond to cues as successfully as the normal.

37. In such matters as excitableness, oversensitiveness, shyness, repression, and apathy, marked variations from normal behavior are encountered rather more frequently among slow-learning children than among average children. However, this group is quite as variable as any average group, and one should not conclude that every slow-learning child inevitably has emotional or temperamental difficulties.

38. He was probably a little late in learning to walk and talk.

39. His parents may have tended to push him to do things before he was ready.

40. He probably seemed somewhat immature when he started school, though about the same age as average or bright children.

41. He probably adjusted himself to the school situation rather slowly and found it difficult to do first-grade work.

42. He probably repeated at least one grade.

43. He shows an inability to take a body of material and out of it draw facts which are pertinent in a given situation.

44. Disability cases in reading are more frequent than among normal children. Handling standard textbook materials present difficulties.

45. Juvenile deliquents are most frequently recruited from this group.

46. When finishing school he will:

    a. Fail to do work of college entrance standard.
    b. Undertake the unskilled or semi-skilled type of work.
    c. Be restless in his social contacts, partly because of his low economic level.
    d. Tend to follow blindly any offer of improvement, even though it has no sound basis.
    e. Probably change jobs frequently.
    f. Not show any quality of leadership except in very small groups.
    g. Confine his reading to newspapers.
    h. Go to movies of the cheaper variety.
    i. Be susceptible to advertising, slogans, and fads, and may be the dupe for clever and designing individuals whose motives are open to question.

How the School Can Plan to Meet the Needs of These Children

Intelligence is only one factor operating toward learning success in the school environment. Emotional difficulties, social maladjustment, impaired health, and other conditions have definite effects upon learning. Under the regular school program with its emphasis on the abstract, slow-learners meet frequent failures. They become discouraged, lose self-confidence, feel inferior, exhibit poor attitudes, and display definite personality defects through exposure to problems that are beyond the range of their understanding.

How, then, can the school meet its obligations to approximately twenty-five per cent of its population? Long [1] lists the following specifics:

1. Recognition by the school administrators and teachers of the problem itself and of the individuals who compose it in each school organization.

2. The grouping of the children on the basis of ability to make possible the required adaptation in methods, progress, rate, and curriculum.

3. The study of the common learning characteristics of slow-learners to guide in making the adaptations with, also, experimentation to check and select the effective ones.

Significant Factors Influencing Learning Progress

Judging from the results of recent studies, the most significant factors influencing learning progress appear to be:

1. ability for the task in terms of readiness, preparation or mental maturity adequate for the learning demands.

2. specific abilities required for the skill.

3. relation of achievement standards and adjustment of the curriculum to the ability of the learner.

4. home background and environmental circumstances affecting the learner.

5. personality characteristics including attention, self-activation, submissiveness

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1/ Elisabeth Long, op. cit., 73-83 pp.

and responsiveness, self-control, inhibitions, independence, interest and effort, evasions.

6. physical disabilities, protracted school absence.

7. static or progressive character of the school program, methods and materials, provision for differentiation of instruction, applications of drill in achieving results.

Hildreth[1] says that the problem is not that duller children cannot learn, but that they cannot learn at the normal rate, nor in the same way as typical children in the schools. The factor of relative educability must be considered if failure is to be prevented.

Gans[2] presents suggestions for guiding the progress of the slow-learners in classroom associations:

1. Establish the respectability of the slow-learning reader.

2. Establish in the classroom an atmosphere which encourages pupils to seek help when it is needed, enabling them to feel increasingly secure, increasingly important to the group life, and increasingly more successful in reading.

3. Give daily individual help.

4. Use personal interests as a basis for reading aid.

5. Increase the time available for individual reading.

6. Encourage helpful relationships in the group.

1/Gertrude Hildreth, op. cit., 275, 390 pp.

2/Roma Gans, Guiding Reading Through Experiences, New York: Teachers College, Bureau of Publications, Columbia University, 1941. 67-72 pp.

Jacobson and Reavis [1] present methods of providing for individual differences by:

1. giving greater emphasis to minimum essentials and to concrete experiences for slow-learning pupils.

2. employing differentiation of method rather than of material if feasible in public school situations.

Featherstone [2] states that "slow-learners can be taught effectively in mixed classes, provided a school is willing and able to make the necessary adjustments to the slow-learners' capacities. They require opportunity for increasing self-direction as they grow older and learn to manage affairs more adequately. They require contact and harmony with reality in order that they may have a rational basis for their behavior. They need to grow in self-realization, in perception of self-hood, and they need to understand and accept themselves for what they are. They need the same balance between success and failure that all other children need.

Consequences of Failure

Course of study differentiation is a matter of such recent thought that the procedure has been given very little emphasis. It is a problem of considerable proportions, requiring much careful research. Unless

1/ Jacobson and Reavis, op. cit., 387 p.

2/ W. B. Featherstone, op. cit., 7, 22 pp.

subject matter, methods, and standards of attainment can be differentiated to overcome educational and emotional blocking, the slow child will continue to struggle with the intellectual tasks of the school, meeting repeated failures, the consequences of which will mean:

1. Loss of self-confidence in his ability to learn.
2. Feelings of insecurity associated with school experiences.
3. Dislike for school and everything connected with it.
4. Hatred and fear of the teacher.
5. Horror of textbooks.
6. Tendency toward negativism.
7. The development of psychological mechanisms of evasion, projection, rationalization, deceit, truancy, invalidism, and delinquency.
8. Loss of confidence in adults who force him to learn.
9. Refusal to cooperate in remedial instruction.

Getting the child to see his progress, no matter how small, becomes a vital part of his educational program. Ways of forming better habits and of developing his capacities to the limit must be worked out. Adults must encourage and challenge these children to reach as high standards as possible. Because education is not

limited to book learning, the dull child must be trained to do such tasks as his capacities will permit. It is not the specific character of his job that makes a person happy or unhappy; the thing that counts is his inward sense of success and effectiveness or of failure and ineffectiveness in that job.

Thus the school can meet the needs of these children only after it has considered well their learning characteristics, their readiness for the tasks at hand, and their background of experiences in order to adapt the curriculum by employing differentiation of method.

Implications for Teaching Procedure

Hockett and Jacobson [1] comment that "Nearly all teachers have the problem of backward children soon or late..... The teacher should not scale down the level of classwork to the ability level of the less capable and so consign the more able children to the fate of waiting for the slower ones to catch up. Reason and experience both indicate that she must do her best to meet the needs of the slow children as individuals, carrying them on at their own pace. They must be accepted as they are and where they are and must be helped to make the most of their limited abilities. The teacher must work patiently with them and be satisfied to achieve less than with more capable children; the achievements, even if limited, are of great importance both to the children and to the community. They measure the difference between self-control and external supervision, between a later self-support and dependence.

1/ John A. Hockett and E. W. Jacobsen, Modern Practices in the Elementary School, Boston: Ginn and Co., 1938. 285-303 pp.

Everyone has undeveloped abilities and resources. The more limited these are, the greater the need to make the maximum use of them."

Several specific suggestions for teaching dull-normal pupils have been presented by the authors just quoted. Curtis [1], also presents ways of providing for backward pupils in the regular classroom. The following list is an adaptation from both Hockett, Jacobson, and Curtis.

1. Set restricted objectives and simpler standards of attainment.
   These pupils have less extensive life needs than normal children, but their problems are quite as numerous and as serious. Objectives must be made very definite and concrete.

2. Present material in short, definite learning units.
   Teach thoroughly each step in a process; do not try short cuts. Do not expect to find a long span of interest. The teacher must not take much for granted but should be systematic in explaining work in detail. Especial care must be exercised to insure that the progress through the unit is as steady and uninterrupted as is practicable. A child loses interest unless he is conscious of steady growth.

3. Overcome lethargy with variety.
   Use various means to stimulate interest, arouse ambition, and overcome listlessness. One's interest in any task is increased when the value of the work is clearly recognized, and especially when it is related to strong existing purposes.

1/ Francis D. Curtis, "Specific Suggestions for Teaching Dull-Normal Pupils," School Review, 44:525-32, September, 1936.

In beginning a new piece of work, therefore, it is a good plan to discuss the value of the work, to give a clear idea of its scope, to divide the material into short, definite learning units, and to assign concrete problems to small committees for discussion and research.

4. The visual appeal should be used widely to arouse and stimulate interest. Well-chosen pictures help the child to interpret events. Legends written beneath the pictures help to connect the story and picture. Maps, charts, and globes, also help. Dramatizations, motion pictures, demonstrations with objects, and use of colored chalk for securing contrast or for directing attention to important points furnish valuable means of increasing comprehension and interest.

5. Slow the tempo of class activities enough to give the pupils sufficient time to think. However, too much delay kills interest and effort. They are apt to give first answers that come into their minds, often attempting to answer a question before it has been fully stated. The teacher must encourage pupils to reflect before answering.

6. Success in teaching dull-normal children demands careful lesson planning.

7. Begin with very simple and assuredly familiar materials to give confidence and afford points of departure in attacking the problems of the unit.

8. Provide suitable reading material. To be suitable, reading matter must be on the level of the pupils' interests and yet easy in vocabulary and structure. Encourage reading of the best material available and the development of permanent reading interests. Teachers

may provide additional material based on the pupils' firsthand experiences, by means of charts, a bulletin board, or a class newspaper.

9. Emphasize the joy of achievement even in small things.
Make sure that pupils can feel success often. Find things they can do well and use these successes to encourage them to try other and more difficult tasks. Nothing is more discouraging than constant failure. Therefore, every effort should be made to have the slow child feel that he is a success in school.

10. Parallel the class discussion with a written outline of the various points as these are developed.
In such practice the major goal of the activity serves as the main point in the outline and is therefore written on the blackboard soon after the beginning of the discussion. Each minor problem which the teacher has planned will then become a subpoint under this main heading, to be added as soon as it has been satisfactorily disposed of at its proper place in the growing outline. Pupils will thus be better able to follow the progress of the solution of the major problem and to summarize the whole procedure at the close of the activity.

11. Intersperse a discussion with frequent summaries.
Even in a relatively brief treatment of a problem, summaries at frequent points serve not only to change the activity and thus maintain active interest, but also to insure a comprehension of what has already been accomplished. The less able pupil can, under skillful guidance, contribute the elements of a summary. The teacher must then coordinate these elements into the form of summary desired.

12. Make sure that pupils recognize the important points in a textbook illustration.
For dull-normal, graphic figures, especially diagrams, are relatively valueless unless time is taken to point out what is in them. A thorough familiarity with all the important points in a figure furnishes the only possible basis for the pupil's success in answering questions bringing out principles illustrated or implied in the figure.

13. Counteract forgetfulness by reteaching and reviewing.
Reteaching should be undertaken in such a manner that new interest is created. Review and drill frequently are limited to facts and skills, but it should be borne in mind that concepts and processes, too, are often forgotten; that they are not really mastered until they have been experienced again and again in various settings and relationships.

14. Plan specifically to meet all vocabulary difficulties.
Vocabulary peculiar to the subject, technical vocabulary, and usage peculiarly characteristic of the particular author should be clarified. Put new terms on the blackboard as they are introduced.

15. Compile self-testing questions to help children check their own comprehension.
Follow with class discussion, thus stimulating further interest through the questions of the pupils and teacher.

16. Provide a variety of handwork.
Valuable intellectual training will accompany properly organized handwork activities. Moreover, many of these backward children will be handworkers all their lives.

17. Give heed to social adjustment.
Encourage participation by backward children in group activities in order to

facilitate social adjustment and overcome tendencies toward selfishness. Encourage them to take part in dramatics to develop poise, dependability, and self-respect, as well as interest. A timid, self-effacing and awkward child can be really discovered through his impersonation of a hero.

18. Let there be firsthand contact with community life and with nature.
In every community there are opportunities for seeing the actual operations of truths learned in social and natural science. Such firsthand contacts are quite essential for pupils whose verbal, abstract intelligence is especially limited.

19. Train them to know when they are right and when they are wrong.
Emphasize correct habit formation.

20. Help them find beauty.
Too often the backward child has a faulty view of life. Through the medium of informal talks, the reading of poetry and drama, and the use of beautifully illustrated books, the point of view becomes more wholesome. Some truly beautiful lines have been written by backward children about flowers, blossoming trees, the stars, the wind, clouds, snow, rainy days, goldfish, or even an airship they have enjoyed seeing.

Dull-normal children must learn to recognize the value of reading intelligently and derive a sense of satisfaction in developing reading skills. Kirk 1/ presents several suggestions for increasing efficiency in reading at the intermediate grade level:

1. Study each child and determine his needs in reading.

1/ Samuel Kirk, op. cit., 182-185 pp.

2. Develop in each child a desire for recreational or leisure reading.
   a. Discuss books, where to find them, and some of the fascinating information they contain.
   b. Aid the child in selecting interesting books that are easy for him to read.
   c. Motivate reading along the lines of the child's interest through units of work and activity.
3. Develop in the child effective, rapid, and efficient methods of reading. This may be done in the following ways:
   a. Study the reading habits of the child and give exercises which will correct poor reading habits.
   b. Give the child special exercises in speed and comprehension and aid the child in transferring these habits to leisure-time reading.
4. Develop in the child the ability to read efficiently in various fields. The reading course should include guidance in the following:
   a. The ability to locate information rapidly by skimming over irrelevant details and noting the main points in a section.
   b. The ability to think about or question critically that which is being read.
   c. The ability to remember what has been read and to organize the materials into a condensed logical unit.
5. Develop in the child the ability to increase his meaningful vocabulary, and to increase gradually his understanding of more difficult materials. This may be encouraged in the following ways:
   a. Increase the child's speaking and reading vocabulary through experiences and units of experience.

New terms may be discussed and evaluated in class. The concreteness of an activity aids new terms, phrases, and selections in becoming meaningful to the child.

b. Teach the child to look up words in the dictionary to derive meanings from the context, and to analyze words from root words, suffixes, prefixes, and the like.

c. Encourage the child to ask questions about various selections read.

Reading and the Social Studies

The fact is widely recognized that the ability to read is a significant factor in scholastic achievement in the content fields. The processes involved in comprehension and interpretation require learning activities designed to promote ability in location, selection, analysis, critical evaluation, association, and organization. The various content fields require special types of reading skills. The ability to organize is closely related to the ability to comprehend.

Too much dependence upon reading as a means by which ideas and information can be obtained lessens the opportunities for slow children in gaining desirable and meaningful concepts in the social studies. It is essential that they learn to read intelligently, but activities other than reading must be provided to enable all members of a class to participate actively in all group enterprises. Too many children are passive listeners because

they have not acquired the reading skills that are requisites to gleaning ideas from the printed page.

Group discussion at this fifth grade level presents one of the best means for developing among children the framework upon which critical thinking is built. The essential body of concepts in the social studies may be gained through first-hand experiences in seeing moving pictures, still pictures, exhibits and collections. Listening to educational radio programs, taking field-trips or excursions, and interviewing are all excellent means of giving the child a background for the expression of his ideas.

Requisites for Material to Use

Harris Cutter [1] in a recent article states that in the adjustment of social studies material to the needs of the slow learner, the material must:

1. be of recognized value to the student as a means to a better life, economically, socially, or to provide for a more enjoyable leisure.
2. be within the reading ability of the pupils.
3. provide for such modes of learning as imitation and memory as well as judgment and reasoning in which low-normal pupils are less competent.
4. provide for the limited powers of sustained

1/ Edward Krug and G. Lester Anderson, editors, "Adapting Instruction in the Social Studies to Individual Differences," Fifteenth Yearbook of the National Council for the Social Studies, article by Harris Cutter, 1944. 56-57 pp.

attention by arranging shorter units of work and dividing each class period into two twenty-minute procedures that differ decidedly from each other.

5. provide for the wide range of ability to grasp meanings and interpret materials by having some material on each unit that is very elementary as well as some that is as difficult as that used by average pupils of the grade level.

Reading Demands of the Content Subjects

In describing the teaching problems in the intermediate grades, Gray [1/] remarks that "Owing to the rapid increase in the demands made upon the child by the modern curriculum, the opportunities for increasing his competence in study activities are almost unlimited." Then in a list of important types of skills that should be emphasized in these grades he includes as one major type the ability to select and evaluate materials needed. Among the components of this skill, he lists the following five:

1. Ability to remember the problem while reading.
2. Ability to discriminate between relevant and irrelevant content.
3. Ability to see appropriateness and validity.

1/ William S. Gray, "The Teaching of Reading," Thirty-sixth Yearbook of the National Society for the Study of Education, Part 1, Bloomington, Illinois: Public School Publishing Company, 1937. 117 pp.

4. Ability to recognize objective evidence.

5. Ability to read discriminately from various sources.

Luella Cole [1/] has condensed a list of the reading demands of the content subjects which demonstrate that pupils need experience and drill in these various special types of reading before they are able to read assignments efficiently.

1. Needs in reading history or geography.

   a. Interpretation of directions, often mimeographed, designed for guidance in studying.

   b. Recognition and interpretation of the problem about which the unit is organized.

   c. Location of reference material; using guides to references, using indices, skimming to determine relevance of a reference.

   d. Interpretation of reference material; mastery of discussion in textbook, formulating judgment of all materials read, finding answers to questions, learning to spell new technical words, associating maps or diagrams with the discussion about them.

   e. Association of reference material with the problem of the unit; discrimination between relevant and irrelevant, between facts of major and minor importance.

1/ Luella Cole, The Elementary School Subjects, New York: Rinehart and Co., Inc., 1946. 87-88 pp.

f. Preparation and presentation of reports; note-taking, reviewing notes to organize them, reading notes while making oral report, reading especially telling passages orally to class, proof-reading reports for errors of content or English.

Sources of Interference with Comprehension

There are so many sources of interference with comprehension of reading in the content fields that it is surprising to find that children digest as much of the material as they manage to accomplish. Mechanical habit of reading, general vocabulary development, keenness of interest, level of maturity, and background of experience, are all contributing factors to adequate comprehension. McAllister 1/ presents a list of sources of failure to comprehend:

A. Reading Difficulties Growing out of a Pupil's Method of Attack

1. Omission of parts of major importance.

2. Inability to use references or to find references to use.

3. Copying of material from text, without interpreting it.

4. Use of previous knowledge instead of assigned passages in reacting to reading matter.

1/Based upon: J. M. McAllister, "Reading Difficulties in Studying the Content Subjects," Elementary School Journal, 31: 191-201, 1930, and G. A. Yoakum, "The Improvement of Reading in the Middle Grades," Education, 56: 1-6, 1935.

5. Misinterpretation caused by lack of precise reading.

6. Failure to understand because of superficial reading.

7. Failure to understand because of overlooking a significant word or expression.

8. Failure to understand because of failure to read punctuation.

9. Skimming of what should have been read intensively.

lo. Failure to solve problems because of failure to read illustrative examples, solutions, or formulae.

11. Mechanical following of directions without gaining understanding of process.

12. Careless reading of table or figure.

13. Fear of attacking new words.

14. Inability to retain what is read.

15. Inability to use index, table of contents, or dictionary.

B. Reading Difficulties Caused by Inability to Recognize Relationships

16. Failure to recognize relation of reference materials to text or to problem.

17. Failure to discriminate between relevant and irrelevant materials.

18. Failure to recognize the relative values shown between the general problem and specific points of importance.

19. Inability to associate descriptive material with accompanying figure or to use it in solving a problem.

20. Inability to distinguish likenesses and differences in closely related concepts.

21. Inability to distinguish between relative values shown by substitution of details for points of major importance.

22. Formulation of conclusions not justified by facts at hand.

23. Inability to recognize relationship between a known series of facts and problems based upon those facts.

24. Inability to distinguish between fact and mere improbability.

C. Reading Difficulties Arising from Lack of Knowledge of Subject Matter

25. Failure to understand material because of failure to grasp preceding concepts.

26. Failure to interpret an exercise because of failure to understand the necessary processes.

27. Inability to understand an exercise because of an inability to comprehend basic facts involved.

28. Inability to interpret and execute directions.

29. Failure to read figure for lack of understanding of essential scientific principles.

D. Reading Difficulties Arising from Deficiencies of Vocabulary

30. Misunderstanding of material because of ignorance of word meanings.

31. Misunderstanding of material because of ignorance of symbol, formula, mathematical expression, or abbreviation.

E. Reading Difficulties Arising from Inaccuracies

32. Misunderstanding of an essential point because of inaccuracy in interpreting references.

33. Misreading of technical words.

34. Misreading of directions.

F. Reading Difficulties Arising from Lack of Clearness in Directions Given to Pupils

35. Poor arrangement.

36. Confusion caused by more than one possible interpretation.

Improvement of Comprehension

The general improvement of comprehension can be accomplished among slow-learning children only when the classroom teacher designs specific exercises in daily assignments that will enable them to see the interrelationships of ideas.

Goodykoontz and Cole [1/] have prepared a list of suggestions for teaching comprehension that should be especially helpful to all teachers:

1. Analysis

A. Reading to Get the Principal Idea

1. Matching questions to answering paragraphs.

2. Answering key questions by reading paragraphs.

3. Matching titles or headings to paragraphs.

4. Giving a name to paragraphs.

5. Improving paragraph headings.

6. Finding key sentences in paragraphs.

7. Recognizing the climax of a story.

8. Taking running notes.

*9. Crossing out irrelevant sentences from a paragraph.

B. Recognizing the Relation of Ideas to Each Other

10. Anticipating content of a chapter.

11. Arranging ideas in proper order.

12. Classifying or grouping ideas.

1/ Luella Cole, The Elementary School Subjects, New York: Rinehart and Co., Inc., 1946 (Starred items) 97 p. and B. Goodykoontz, "Teaching Pupils to Organize What They Read," Elementary English Review, 7:87-90, 1930.

13. Grouping paragraphs around a main point.

14. Locating subordinate or supporting points.

15. Completing a skeleton outline.

16. Making an outline.

*17. Finding points to prove or disprove a given statement.

*18. Arranging an outline when items are presented in random order.

*19. Predicting ideas of a textbook chapter from its headings.

*20. Finding illustrations of general principles.

11. Synthesis

21. Reproduction from an outline or from notes.

22. Securing material in answer to a problem.

23. Summarizing.

*24. Combining material from several sources on a given topic.

The difficulty with much reading in the classroom seems to be that the child is working without purpose, or that he does not understand clearly what he is searching for through reading, or that he has not discovered how to discriminate between things which are relevant and those which are irrelevant. If he has a clear understanding of what he is looking for in his

reading, the more he is likely to obtain as a result of the activity. Elementary school children are not mature enough to organize materials from reading matter without definite guidance since this skill is a rather mature process. The essential factors basic to finding meaning resolve themselves around the matter of reading aimlessly in a floundering fashion as compared to reading with a well-understood purpose.

Any type of exercise that will help children to understand how to find the main idea in a paragraph, questions that will guide them in looking for important facts, and the processes involved in building simple outlines, are invaluable aids in helping them to summarize, thus increasing efficiency in extracting meaning from reading material in the content subjects.

The level of a child's experiential and intellectual development determines the amount of subject matter that can be digested and understood. If slow-learners are provided with a transitional period, during which they are introduced gradually to the difficulties encountered by being plunged into the rather complex reading involved in materials of the social studies, their comprehension will be greater and their general problems fewer. It is essential that they acquire an understanding of the words they will meet in reading in order that they

will have a readiness for the kinds of ideas that they will find in books. Thus they will be able to express new knowledge appropriately in their own words.

Cole [1] states that "Reading in the content fields makes great demands upon comprehension, indeed too-great demands. Even with the simplified materials now available, elementary school children have somewhat defective understanding of what they read because they lack the necessary experiences. Their direct knowledge of environment is limited to whatever localities they happen to have lived in, and their knowledge of human nature to whatever people they happen to have known. Neither is likely to be adequate for the reading of geography or history. It is therefore most desirable that pupils should be helped as much as possible by visual aids to comprehension."

Necessary Skills in Locating Information

With recent emphasis on enrichment and on meeting out-of-school reading needs, the following list of skills adapted from Betts [2] and Lee [3] appear to be necessary in enabling children at the fifth grade level to locate information effectively:

1. Knowledge of what information can be found in parts of books.
2. Ability to use table of contents.
3. Ability to find pages quickly.
4. Ability to use index effectively and quickly, locating a certain word in an alphabetical list, card index, or a reference book.
5. Ability to use a glossary.

1/ Luella Cole, op. cit., 110 p.
2/ Emmet Albert Betts, Foundations of Reading Instruction, Boston: American Book Company, 1946. 88-95 pp.
3/ J. Murray Lee and Dorris May Lee, The Child and His Curriculum, New York: D. Appleton-Century Company, 1940. 357-359 pp.

6. Ability to use chapter headings.

7. Ability to use paragraph headings.

8. Ability to use an appendix.

9. Ability to skim rapidly to locate needed information.

10. Ability to use cross references as "See"or "See also" in the index or library card index, or reference book, or tracing down meanings in a dictionary.

11. Ability to prepare a bibliography for study.

12. Ability to use keys and footnotes, suggesting keywords, other possible topics and sub-topics to find desired information through the index or a reference book.

13. Ability to use a dictionary to discover spelling, pronunciation, meaning, and abbreviations.

14. Ability to use an atlas, yearbook, and encyclopedia.

15. Ability to use maps, charts, tables, and other graphic representations, understanding certain mechanical features as the numbering of maps, figures, or illustrations when not by pages, main headings, and sub-headings.

16. Ability to use the library effectively, using the card file and finding books independently.

Skills Involved in Organizing Information

The ability to organize depends upon good comprehension, retention, and effective study habits. When material has been located, selected, and validated, it must then be organized in terms of the problem to be solved. This details further specific as well as general reading abilities:

1. Ability to apply facts to a problem.
2. Ability to determine the key sentence or central thought of a paragraph or section, or make sectional headings.
3. Ability to take notes well on important information and interpret the source accurately.
4. Ability to make a summary of material used.
5. Ability to relate main ideas and details in outline form.
6. Ability to identify a sequence of events.
7. Ability to discriminate between crucial and incidental facts.
8. Ability to organize data on the source of information in bibliographical form.

Skills Required in Selecting and Evaluating Information

In connection with the development of abilities to select and evaluate information, the following are learnings requiring consideration:

1. Ability to associate new experiences with previous experiences, carrying the problem

in mind while reading.

2. Ability to get the main thought.

3. Ability to draw conclusions.

4. Ability to recognize likenesses and differences between the problem and material located.

5. Ability to understand words involved in the problem.

6. Ability and habit of validating information by one or more of the following methods:

    a. Check on recency of material.

    b. Check on authority for material as standard reference, newspaper material, writing of one or more authors.

    c. Determine whether statement is opinion or well-founded fact.

    d. Cross-check information from one source with comparable information from another.

7. Ability to appraise the adequacy of information in terms of the purposes of the reading.

    a. Ability to find the answer to a specific question.

    b. Ability to decide on the need for re-reading or for consulting additional sources of information.

    c. Ability to appraise material in order to select parts appropriate for dramatization.

    d. Ability to reflect.

8. Ability to use the table of contents, chapter titles, marginal and center headings for identifying the author's plan of relating his main ideas.

Skills Necessary for Critical Thinking

Teaching the slow child how to think critically is by no means an impossibility, but it must be done by giving him many and varied perceptual experiences, followed by discussion for the development of clear and concise thoughts. Motion pictures, slides, and other visual materials provide concepts which stimulate thinking of a critical form that could never be obtained adequately from a book because of reading problems.

Hanna [1] claims that "...if a citizen of a democracy is to participate competently, he must be able to analyze the sources of his information; interpret correctly the information which is presented over the radio, in the press, through motion pictures, and on the platform; recognize the fallacies and sophisms in the arguments presented; distinguish between facts and assumptions, between scientific and pseudo scientific, and false information; and weigh evidence before drawing conclusions."

Featherstone [2] remarks that there is no substitute for reasoning; one must learn to reason as well as one can. The improvement of reasoning is, therefore, one of the

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1/ Lavonne Hanna, "Providing for Individual Differences in Teaching Critical Thinking," Fifteenth Yearbook of the National Council for the Social Studies, 1944. 85-86 pp.
2/ W. B. Featherstone, op. cit., 5 p.

chief concerns of education. It is possible to help the individual to become a more effective reasoner.

Every child should be trained in critical thinking to insulate him against propaganda and shabby ideas. Gans [1] presents several questions concerning the development of thinking critically:

1. Are pupils growing in the ability to discuss what they read with a vocabulary sufficiently unlike that used in the reading content to show a general understanding of the ideas? Which pupils verbalize, give back the words which they read?

2. Are pupils growing in the ability to think with, around, and beyond these ideas? Which pupils can be glib but must keep to the exact details which they read?

3. Are pupils referring to previously learned facts which are related to the topic of discussion?

4. Are pupils growing in the ability to appraise the adequacy or completeness of information contained in descriptive material?

5. Are pupils learning to evaluate reading material in terms of its intended use? Stories must, therefore, be discussed in terms of such questions as, "Could this be true? What proof can you find for your answer? Did the author write this to tell a story or to give information?"

6. Are pupils becoming increasingly aware of authors, their fitness for writing, and the

1/ Roma Gans, Guiding Children's Reading Through Experiences, New York: Teachers College, Bureau of Publications, Columbia University, 1941. 55-57 pp.

relation of authorship to authenticity and dependability of information?

In developing critical thinking, then, the child must have experiences in:

a. Recognizing problems.

b. Seeing relationships.

c. Making comparisons.

d. Finding, selecting, and rejecting evidence bearing upon these problems.

e. Organizing materials.

f. Weighing evidence.

g. Drawing conclusions, rendering judgment.

h. Testing conclusions.

i. Predicting outcomes.

CHAPTER III

PLAN OF THE MANUAL

Because the development of the basic skills are vital in promoting good mental growth, and because the term "basic skills" has been used somewhat collectively in literature on the subject, the writer has endeavored to glean from many studies the exact nature of these skills and their applications to slow-learning children, as has been indicated in the first two chapters of this paper. Until research establishes more definitely the levels at which the important study skills can be introduced most effectively, it is necessary to proceed in accordance with the findings of authorities to the present time.

The manual of suggested techniques and exercises in no way proposes that the material is all-inclusive, but rather it is indicative of some measures that may be used with children of lesser mental abilities in developing desirable study habits. The art of thinking critically evolves slowly even with average children. Thus the attempts to engender the type of reasoning that will promote greater efficiency in handling the reading materials in the field of the social studies is a challenge to all teachers who must provide for slow-learners in the group.

The Durrell-Sullivan Remedial List has been used in controlling the vocabulary of the exercises. Because of the nature of the content, some words appear that will not be found on the list.

Skills such as using the index, outlining, summarizing, and note-taking will require more practice than has been provided in the exercise book. Seventeen skills related to locating information, evaluating information, organizing information, and thinking critically have been selected for the suggested types of study activities to use with slow-learning children in stimulating thinking. Four exercises have been constructed for each of the listed skills. For easy reference the numbers of the exercises demonstrating the skills are placed after the notations.

1. LOCATING INFORMATION

   a. Ability to use the index and table of contents effectively. (29) (30)(48) (49)

   b. Ability to skim rapidly to locate needed information. (2) (32) (37) (45)

   c. Ability to interpret graphic representations. (33)(63) (67) (68)

2. ORGANIZING INFORMATION

   a. Ability to determine the central thought. (4) (8) (12) (14)

   b. Ability to take notes. (10) (31) (40) (44)

c. Ability to make a summary. (16) (26) (52) (58)

d. Ability to make an outline. (3) (6) (22) (38)

e. Ability to discriminate between crucial and incidental facts. (28) (43) (57) (62)

f. Ability to arrange ideas in proper sequence. (18) (23) (50) (61)

g. Ability to classify information. (35) (42) (51) (64)

3. EVALUATING INFORMATION

a. Ability to draw conclusions. (5) (13) (27) (55)

b. Ability to understand words involved in the problem. (7) (9) (15) (59)

c. Ability to decide on the need for re-reading or for consulting additional sources of information. (11) (24) (47) (54)

4. CRITICAL THINKING

a. Ability to make comparisons. (17) (25) (34) (39)

b. Ability to distinguish fact from opinion. (19) (36) (46) (65)

c. Ability to recognize problems. (20) (56) (60) (66)

d. Ability to find, select, and reject evidence bearing upon these problems. (1) (21) (41) (53)

The wide range of content in the social studies has made it necessary to delimit the material employed in the exercises to historical information. A short history of the United States up to the year 1850 has been developed to use as a supplement to the regular curriculum with stories of the discovery of America, the colonial period, expansion of territory, and the general movement of people from seaboard to seaboard, since the fifth grade course is centered largely on this area of information.

Because success in later school life is so dependent upon good study habits, the purpose of the exercises is to enable the teacher to carry on individual work in developing the skills. Four exercises on any one skill will not insure mastery. Similar and varied exercises will need to be constructed by the teacher where weakness in a skill is apparant.

1. How Well Do You Think?

Directions: Read this story carefully. Underline the word, or words, that you think answer each question best.

AMERICA AS IT LOOKED LONG, LONG, AGO [1]

Long, long ago America was a lonely land. There were no people in it to enjoy its beauty. In the Far North and the Far South great ice sheets covered land and sea. On the west coast there were very high mountains. The mountains stretched along the Pacific Ocean from the lowlands of the Far North to the southern end of South America. There were other mountains along the Atlantic coast.

Between these two long chains of mountains lay big plateaus, or flatlands, and fine river valleys. Many kinds of trees and plants grew there.

The Mississippi River flowed a long way through the central part of North America. It had many rivers running into it. Other large rivers flowed through the land.

In some parts of America there were dry lands, or regions, called deserts. In the southwest part of what is now the United States there was a very large desert. Very few trees or plants grew there in the desert.

1. Did you learn enough from this story so that you can tell all about how America looked before the white man came?
   (Helps Does not help Not sure)

2. Did you learn enough from this story to tell you about the Indians who were here before the white men came?
   (Helps Does not help Not sure)

1/ Reading material adapted from A. O. Bowden, etal, The Day Before Yesterday in America, New York: The Macmillan Co., 1946, pp. 1-2.

3. Did you learn enough to tell you about the animals that were here before the white man came?
(Helps Does not help Not sure)

4. Did this story tell you about the mountains of our country?
(Helps Does not help Not sure)

5. Did you find out where to look on the map for the desert land in our country?
(Helps Does not help Not sure)

6. Did you find out the names of the mountains in our country?
(Helps Does not help Not sure)

7. Did the story tell in what part of the country the Mississippi River is found?
(Helps Does not help Not sure)

To the Teacher
Skill: Critical Thinking
(Selecting and
Rejecting Evidence)

2. How Carefully Do You Read?

Directions: Read the questions that follow these directions. Skim the story to find the answers.

1. What proof have we that strange monsters lived in America many years ago? (Write the numbers of the sentences that give the answer on these short lines.)
(____) (____)

2. What animals did the story tell you about?
dinosaur flying lizard sloth
walrus elephant
Draw a line under the right names.

3. One sentence in the story is the opinion of the author. (Write the number of that sentence on this short line.) (____)

THE ANIMALS [1/]

1. Before the first men came to America, the mountains and plains were covered with thick forests. 2. Many kinds of wild animals lived in these forests. 3. Strange monsters roamed over America. 4. Some of them were huge animals that disappeared from the earth long ago. 5. We know about them because their bones have been dug out of the earth. 6. Some of these bones can be seen in museums.

7. One of the animals that made its home here was the ground sloth. 8. It was about eighteen feet long, with a head almost as long as a man's arm. 9. It fed on grass and on leaves from trees. 10. Today there are no big sloths like this ground sloth anywhere in the world.

11. One of the largest animals on land was the dinosaur. 12. Some dinosaurs grew to be ninety feet long. 13. Though the dinosaur was a kind of snake, it had legs.

1/ Reading material adapted from A. O. Bowden, etal, op. cit., pp. 4-6.

14. Some dinosaurs had two legs and some had four legs. 15. On the front legs there were claws. 16. The dinosaurs laid very large eggs, as large as a man's head. 17. Often there were as many as thirteen eggs in one nest. 18. The dinosaur ate grass and vegetables. 19. Because of its long neck and body it could reach up and get leaves from the trees.

20. Great elephants roamed over the plains. 21. Some of them were nearly fourteen feet tall. 22. They had long noses, or trunks, large tusks, and big teeth. 23. These protected them from their enemies. 24. Their skin was thick and rough. 25. How savage they must have looked! 26. There are no elephants like these living in the world today.

To the Teacher
Skill: Locating Information.
(Ability to skim rapidly
to locate information)

3. Making an Outline

Directions: An outline is a story in a few words. It helps you to organize your thoughts. Fill in the blanks following the story so that you have the whole story written in a few words.

AMERICA'S GIFTS TO MAN[1/]

When man first came to America he found many kinds of animals. In the mountains and along lakes and rivers man hunted the reindeer, or caribou, the elk, which is a large kind of deer, and the moose. He used the meat of these animals for food and their skins for clothing.

The walrus, the seal, and the whale swam about in the waters of the ocean. Man hunted them for their meat. He used their skins to make his clothing and the walls of his tepee, or tent. There were no cows or horses or hogs. These animals were all brought to America later. But there were many fowl. The turkey, wild goose, and the duck fed on wild grain that grew near the lakes and rivers and in the wet lands. Many kinds of birds filled forests and fields with their song.

These were the gifts which there were for man when he came to America. The whole land was a wild, new country. There were many things in it that he could use and enjoy. We have learned from him how to use and enjoy them, too.

A. Land animals used for meat and skins
   1.
   2.
   3.
   4.

B. Sea animals used for food and skins
   1.
   2.
   3.

1/ Reading material adapted from A. O. Bowden, etal, The Day Before Yesterday in America, New York: The Macmillan Company, 1946, pp. 6-9.

Boston University
School of Education
Library

C. Wild fowl in the new land

1.
2.
3.

D. Animals man brought to America

1.
2.

To the Teacher

Skill: Organizing Information.
(Ability to Make an Outline)

4. Can You Find the Main Ideas?

Directions: There are three titles above each paragraph on this page. Read the story carefully and then put a line under the title that fits the story best.

BEFORE THE TIME OF COLUMBUS
SAILING ALONG THE COAST
WHAT PEOPLE BELIEVED

Before the time of Columbus, most people believed that the earth was flat. They believed that ships sailing too far out to sea would fall off the earth. For this reason ships did not go far out into the ocean. They just sailed along the coast.

A NEW PLAN
THE EARTH IS ROUND
FOUR HUNDRED AND FIFTY YEARS AGO

Columbus believed that the earth is round. If he were right, then by sailing west, he would reach the East. This is what he was trying to do when he began his great voyages more than four hundred and fifty years ago.

To the Teacher
Skill: Organizing Information.
(Ability to determine the central thought)

5. How Well Do You Think?

Directions: Read this story. Then look at the sentences following it. If you agree with the sentence, write A after it. If you disagree with the sentence, write D after it. Think carefully before you answer.

A NEW ROUTE TO THE EAST [1]

All the great merchants of Europe wished to carry on trade with the rich countries of the Far East. There were three routes Europeans had used to get to Asia. But they could no longer use these routes. Some people called Turks had captured some of the land and refused to let the Europeans pass through. So the great question in Europe was, "How can we find a new route to the East?"

Now, Columbus had been studying this problem for a long time. He believed that the East could be reached by sailing west. He said, "The earth is round. If you will sail west, you will come around to the East." He wanted to prove this, too. But, of course, he needed men, ships, and money. He showed his plans to the king of Portugal and asked for ships, and food enough for a year. But the king would not promise to help.

1. The great merchants of Europe needed a new way to reach the Far East in order to sell their goods. (_____)

2. The Turks wanted the Europeans to come through their land so that they could trade with them. (_____)

3. The Europeans had a better plan than the one that Columbus told. (_____)

4. No one had ever before tried to reach the East by sailing West. (_____)

5. Columbus could not prove that his plan was good unless he tried it out. (_____)

1/ John G. Gilmartin, Great Names in American History, New York: Laidlaw Brothers, 1946, p.16.

6. He needed men, ships, and money to carry out his plan. (_____)

7. The king of Portugal would not promise to help because he was afraid that plan was not good. (_____)

To the Teacher

Skill: Evaluating Information.
(Ability to draw conclusions)

6. Making an Outline

Directions: Read the story on this page. Then finish the outline below the story so that it tells the most important ideas that you have read. An outline gives the main ideas in a few words.

FERDINAND AND ISABELLA [1]

Columbus went to Spain to see King Ferdinand and Queen Isabella. He patiently showed his maps, explained his plans, and begged for help to carry out his great idea. But Spain would not help. Sad at heart, but not discouraged, Columbus started out for France.

On his way he stopped at a place where monks lived to get some food for his little boy, who was with him. The monks were good men. They were much interested in Columbus. They listened to his plan. They believed it would succeed. One of the monks said, "I know Queen Isabella. I will write her a letter, telling of this great opportunity for Spain. I am sure she will help you."

At last King Ferdinand and Queen Isabella fitted out a fleet of three ships for Columbus. They were the Nina, the Pinta, and the Santa Maria.

I. Ferdinand and Isabella
   1. Columbus tells his plans.
   2.

II. The Monks
   1. The monks listened to Columbus' plans.
   2.

III. The King and Queen of Spain
   1. Ships were given to Columbus
   2.

1/ Reading material adapted from John G. Gilmartin, etal, Great Names in American History, New York: Laidlaw Brothers, 1946, p. 16-18.

To the Teacher
Skill: Organizing Information.
(Ability to Make an Outline)

7. Learning the Meanings of Words

Directions: Some new words are found in the story. Fill in the blank in each sentence below the story with one of the three words that makes the sentence correct. If you are not sure about the meaning of the word, read the story again to find out how it is used.

THE FIRST VOYAGE [1]

On the third day of August, 1492, three ships set sail from Palos, Spain. They were starting out over an unknown ocean! On and on they sailed. Day after day, week after week, they saw nothing but water. It looked as if they were on an unending sea.

Many of the men became frightened and discouraged. They wanted Columbus to turn back. But his only answer was, "Sail on, sail on." The men became angry. They wanted to throw Columbus into the ocean. By this time, however, there were a few signs that land was not far off. Some pieces of wood that had been carved by hand were seen. A branch with berries floated by.

Late on the night of October eleventh, Columbus saw a light moving in the distance. He thought it must be a torch carried by someone on land. How excited and anxious everyone became!

discouraged excited anxious

1. The men were..... because they could not see land.

2. They were ..... when light was seen in the distance.

3. Everyone was ..... to know what might happen.

1/ John G. Gilmartin, etal, op. cit., p. 18.

To the Teacher
Skill: Evaluating Information
(Ability to understand the words involved in the problem)

8. What is the Main Idea?

Directions: Read these two paragraphs carefully. Then study the outlines which follow each one. Draw a circle around the number of the outline that fits the paragraph best.

LAND! LAND! [1]

With the light of day on October 12, 1492, those sea-weary men really saw land before them. How delighted they were! How happy they felt! They hurried ashore. They thanked God for directing them safely to land. Columbus said, "Let us name this place San Salvador." These two Spanish words mean Holy Savior.

1. THE LIGHT OF DAY
2. HURRYING ASHORE
3. SAN SALVADOR

The Spaniards saw strange, dark-skinned people. They said, "We are in some part of India; these people must be Indians." Thus it was that the red men of America received the name Indians.

1. DARK-SKINNED PEOPLE
2. HOW THE INDIANS WERE NAMED
3. THE SPANIARDS

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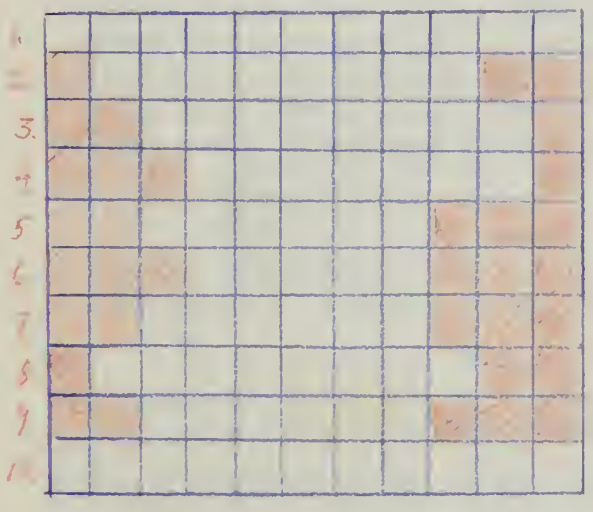
[1] John G. Gilmartin, etal, op. cit., pp. 19-20.

To the Teacher
Skill: Organizing Information.
(Ability to determine the central thought)

9. How Well Do You Remember?

Directions: Have you ever done a crossword puzzle? Here is one for you to try. It is made of the new words you have met. Look at the list of words and their meanings. Fill in the blank spaces in the square with the word that matches the meaning. The meanings are not in the right order. You must decide which one to use. If you don't remember, look in your dictionary.

NEW WORDS	MEANINGS
forest	1. unhappy
dinosaur	2. a large animal that belonged to the snake family
savage	
mountain	3. a very high hill
plain	4. anything that is unusually large
voyage	5. a trip on the water
discouraged	6. flat land
merchant	7. ugly or fierce or untamed
San Salvador	8. a trader
monster	9. land covered with trees
	10. the island discovered by Columbus



To the Teacher

Skill: Evaluating Information

(Ability to understand words involved in the problem)

10. Can You Take Notes?

Directions: When you read something that you want to remember, write it down. Use your own words. Write just enough to help you to remember the important ideas. For example, in the first paragraph, these notes will help you:

1. Americus Vespucius crossed the Atlantic Ocean a few years after Columbus.
2. He sailed along the South American coast.
3. He was sure that he had found a new continent.

Put down other notes that will help you to give this story as a talk to the class. Use only the important ideas. Put your notes on the lines below the story. Do not do the first paragraph since that has been done as an example.

HOW AMERICA WAS NAMED [1]

Men were beginning to have less fear of the Sea of Darkness, as the Atlantic Ocean was called. A few years after the voyages of Columbus, a seaman named Americus Vespucius crossed the Atlantic Ocean. He sailed south along the South American coast for about two thousand miles until he came to a region filled with ice and snow. He was sure that he had found a new continent.

When Americus Vespucius returned to Europe, he wrote letters telling about his voyage. He called the coast along which he had sailed as a new world.

A few years later a group of professors in a college in France were writing a geography. In the geography they included a map showing the new lands which had been found across the Atlantic. They showed as a part of Asia the islands which Columbus had explored. To the south they indicated a new continent.

Then they asked themselves, "What shall we call this continent? We must give it a name."

1/ Adapted from Daniel J. Beeby, etal, Our Country, New York: Laidlaw Brothers, 1946, pp. 51-52.

"Why not name it America?" suggested one of the professors, a German scholar who had read of the voyage of Americus Vespucius.

So the professors put the name America on the new continent to the south. In doing this, they had no intention of slighting Columbus. They did not know that the southern continent was the same land which Columbus had touched.

The name which these professors gave to the new continent stuck, and when the northern continent was explored, it too was called America. Thus South and North America got their names.

To the Teacher
Skill: Organizing Information
(Ability to take notes)

CHAPTER IV

DEMONSTRATION MATERIAL FOR DEVELOPING SPECIFIC SKILLS

11. Does This Story Tell Enough?

Directions: Here is a story for you to read. See if it answers these questions. Write YES or NO in the space after the question when you have thought about the answer.

1. Does the story tell you about John Smith's life in Virginia? ( )

2. Does it tell you in what country he was born? ( )

3. Does it tell you what the settlements in the new world were called? ( )

4. The title of the story tells about the leader of the Virginia colony. Does the story tell enough about Virginia to use that title? ( )

5. Does this story tell you what kind of a man John Smith was? ( )

6. Is it important for you to know that Smith loved adventure? ( )

7. Do you think that he was an old man when he came to America? ( )

8. Do you think that you ought to read more in another book to learn about John Smith and the Virginia colony? ( )

THE LEADER OF THE VIRGINIA COLONY [1]

Many years after Columbus found America, people from Europe began to make homes in the New World. These new settlements were called colonies. People from France, England, and Spain were among the first to make colonies in America.

Captain John Smith was a leader in the Virginia colony. He wrote a story of his life, but the things he

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1/ Reading adapted from John G. Gilmartin, etal, op. cit., pp. 25-27.

said are like a story. He was born in England. Because he did not like the quiet life, he ran away. He spent some years in France. Here, after being robbed and carried away to a forest, he was found by a kind farmer. You would think young John Smith would have been glad to make his home with this French farmer.

"No, no," said he. "I want adventure. I will look for it. I will find it."

Shortly after that, a number of people were sailing from France to the Holy Land. Smith went along with them. Soon trouble came up, Smith tells us, and he was fighting in a war against the Turks. One time, without help, he killed three Turks. He was captured, however, and was sold as a slave.

You can imagine how unpleasant this must have been for a man who wanted freedom and adventure. But he soon escaped, and after roaming around Europe and northern Africa, he finally came back to England.

Perhaps you think John Smith must have been an old man by that time. Perhaps you think he was ready to settle down to a quiet life. But no, after all those adventures, he was only twenty-five years old. The great work of his life was just about to begin.

To the Teacher
Skill: Evaluating Information.
(Deciding on the need for consulting additional information)

12. Finding the Main Ideas

Directions: Read the first of these three paragraphs carefully. Then read the list of titles at the bottom of the page. Choose the right title for the paragraph and write it on the line above the story. Then read the next paragraph and select the best title. Write a title on the line above each paragraph.

.....

1/

Soon after the colony was made in Jamestown, trouble began among the people. The Indians were not friendly any more. They attacked the English. The weather was hot and damp. Very little food was left. Many people became sick. More than half of them died. Those who were left were either too discouraged or too lazy to work. They got their food by begging from the Indians.

.....

Now, John Smith, the leader of the colony, loved adventure and excitement. But he was also wise. He saw that unless somebody did something right away, the colony would fail. He was the one who did something. He planned out the work. He used this rule: "He who will not work, shall not eat."

.....

Captain Smith was a stern master. The men found that out, and they obeyed his orders. The next year they worked hard. They cut down trees; they cleared the land; they planted corn. The colony began to succeed.

PEOPLE MUST WORK TO EAT
WORKING HARD
SUFFERINGS OF THE COLONISTS
TROUBLE WITH THE INDIANS
PEOPLE BECAME SICK
UNFRIENDLY INDIANS

1/ Text adapted from John G. Gilmartin, etal, op. cit., pp. 28-29.

To the Teacher

Skill: Organizing Information. (Ability to determine the central thought)

13. How Well Do You Think?

Directions: Read these two paragraphs very carefully. After you have read them, look at the statements that follow. If you agree with the statement, write A after it; if you disagree with the statement, write D after it.

SLAVE LABOR IN AMERICA [1]

A ship loaded with black men and women pushes up the James River in Virginia. The white planters come flocking to the riverbank when the ship ties up for a time. The captain brings out his half-savage Negroes. Some are in chains. All are very much frightened. The planters examine the poor blacks as they might so many cattle or horses. When one is found that suits, the planter and captain talk over the price. If they can agree, the Negro is taken away to become a slave on a plantation, and the captain is richer for the trade. Thus it was that the first slaves reached America.

The Southern colonists had found it hard to work in the heat of their long summers. The Negroes, coming from the hot regions of Africa, did not suffer in the Southern heat. Nearly all the work in the South was on farms and plantations. The Negro men were useful on the farms and did well at trades that were easy to learn. The Negro women could be trained to do all sorts of work in the house. So it was that Negro slaves were well suited to do the work that needed to be done in the South.

1. The slaves were frightened because they did not know what was going to happen to them. (_____)

2. The captain was right to sell them to rich men. (_____)

3. The slaves did not suffer from the heat in the fields because they were used to a hot climate. (_____)

1/ Text adapted from Edna McGuire, America Then and Now, New York: Macmillan Co., 1940, pp. 253-254.

4. Men should not be sold like animals even though they are half-savage and have a skin of a different color. (____)

5. It was right for the colonists to have slaves because they couldn't do the work themselves. (____)

To the Teacher
Skill: Evaluating Information.
(Ability to draw conclusions)

14. Finding the Main Idea

Directions: After each paragraph you will find a list of titles. Draw a line under the one that best tells the central thought or main idea, of that part of the story.

When the colonists came to America, they wanted to live just as they had in their old homes in England. But this was not possible because life was so different in the new country. Goods bought in England and sent across the ocean cost a great deal of money. All but the richest of the settlers had to get along with what they could raise or make in America. Houses and clothing had to be made to suit the conditions of the New World.

The Colonists in America
Goods Bought in England
Houses in the New World

The ways of living were not the same in all the English colonies because conditions were different. In the southern colonies most of the people were farmers. Often their farms were very large. These were called plantations. Farther north many people lived in towns where they made goods, built ships, kept stores, and the like. All had their own ideas about what to wear and how to have fun. The colonies were governed in different ways.

How the Colonies Were Governed
Plantations in the South
Different Ways of Living

More than one hundred seventy-five years passed between the settling of Jamestown and the union of the colonies to make a new nation. Many changes happened during those years. This part of our country's history is called the colonial period.

The Settling of Jamestown
The Colonial Period
The Union of the Colonies

To the Teacher
Skill: Organizing Information.
(Ability to determine the central thought)

15. Remembering New Words

Directions: Match these words with their meanings. Write the numbers of the words and meanings that go together on the lines at the bottom of the page.

WORDS	MEANINGS
1. colonist	1. a large farm
2. adventure	2. a certain part of a land
3. settlement	3. a person who takes part in making a home in an unsettled land
4. region	4. something that is bold or dangerous to do
5. plantation	5. the years during which new homes were being made in America
6. colonial period	6. a small village

_____

_____

_____

_____

_____

_____

To the Teacher

Skill: Evaluating Information.

(Ability to understand words involved in the problem)

16. Making a Summary

Directions: As you read this story, think of the most important ideas. When you have read a good deal of information on a topic, it is hard to remember all the facts you have read, isn't it? One good way to remember the facts is to make a sentence that tells briefly what the paragraph is about. This is called a summary sentence. An example of a summary sentence is given after the following paragraph:

" When lightning strikes in sand, it does a peculiar thing. The heat melts the little particles of sand. They run together until they make a rock of glass. Sometimes the melted sand makes a long icicle of crystal down in the ground."

SUMMARY SENTENCE: If lightning strikes sand, the heat melts the sand and forms glass.

WHICH DO YOU THINK IS THE BEST SUMMARY SENTENCE FOR THE STORY CALLED, "TROUBLES ABOUT RELIGION?" Put a circle around the number after you have read the story.

1. In our country, everyone can go to the church he wants to attend.

2. Years ago in England, the Separatists were treated badly.

3. The Separatists who did not go to the Church of England, were always in danger of being punished or fined.

TROUBLES ABOUT RELIGION 1/

In our country today we think everyone has a right to choose for himself the church he wants to attend. But years ago, in England and in most of Europe, people were expected to have the same religion as their king.

The king of England belonged to the Church of England. He expected all his people to belong to that church and to pay taxes to it. People who refused were treated badly.

But many people didn't like the Church of England. Some of them wanted a separate church of their own. For this reason they were called Separatists.

The king's officers spied on the Separatists and broke up their meetings. Sometimes a Separatist had to pay for not going to the Church of England. Some of the Separatist leaders were put in prison. The Separatists were always in danger.

1/ Daniel J. Beeby, etal, op. cit., p. 118.

To the Teacher
Skill: Organizing Information.
(Ability to make a summary)

17. Making Comparisons

Directions: Read this story carefully. Put checks in front of the true statements in the two columns below the story.

A GROUP OF SEPARATISTS GO TO HOLLAND[1]

In one English village there lived some Separatists who decided to give up their homes in England and go to a land where they could have their church in peace. They chose Holland, because in Holland everyone could worship as he pleased.

This group of Separatists left England at about the same time Jamestown was begun. They went to Holland and there they lived for twelve years. The Dutch people were kind to them, but the Separatists were not satisfied in Holland.

The Dutch people went to church, but they saw no harm in laughing and playing games on Sunday. The Separatists, however, thought it wicked to be jolly on the Sabbath day. The English parents were sorry also to hear their children speaking Dutch words. They were afraid that English would be forgotten.

In England most of the Separatists had been farmers. In Holland they lived and worked in a city. They missed having their own farms. They didn't like working for wages.

The Separatists liked Holland better than England because:	The Separatists were not satisfied in Holland because:
1. They were glad that their children could speak the Dutch language.	1. They thought it was wicked to laugh and play games on Sunday.
2. The Dutch people treated them kindly.	2. The Dutch made them attend the Church of Holland.

1/ Text from Daniel J. Beeby, etal, op. cit., pp. 118-119.

The Separatists liked Holland better than England because:

3. In Holland they could worship as they pleased.

4. The Separatists liked to work in a city better than to do farm work.

5. The Dutch people were jolly, even on the Sabbath.

The Separatists were not satisfied in Holland because:

3. The Separatists wanted to have farms rather than to work in the cities.

4. The Separatists were afraid that their children would forget the English language.

5. The Dutch people punished the Separatists as did the English.

To the Teacher

Skill: Critical thinking.

(Ability to make comparisons)

18. Matching Sentences and Paragraphs

Directions: Read this story carefully. Then study the sentences that follow. Number the sentences to match the paragraphs to which they belong. Put your numbers where you see these marks ( ).

THE VOYAGE OF THE "MAYFLOWER" 1/

1. The little community of Separatists got permission to settle on the Virginia Company's land in America. They had no ship and very little money, but they made a bargain with some English merchants. The merchants agreed to send the Separatists to America. The Separatists agreed to pay the merchants after they were settled in their new homes. This group of Separatists became known as Pilgrims.

2. The Pilgrims were joined by some other English people who wanted to sail to America. Among them was a brave soldier named Miles Standish. They sailed to America in a ship called the "Mayflower."

3. Sailors hired by the merchants sailed the ship. Besides the sailors, a hundred and two men, women, and children made the voyage. They and their supplies were all that the "Mayflower" could carry.

4. Barrels of salted fish and beef, bags of turnips and dried peas, tubs of butter and cheese were stored away on the little ship. The Mayflower was crowded with heavy tables, chairs, and beds, with huge chests packed full of quilts and clothing, with large iron kettles, and with many other things.

5. It was September, 1620, when the Pilgrims sailed from England. At first gentle winds helped the Mayflower on its way. Then, as the ship neared America, it was tossed about by storms. But at last on a Saturday in November, 1620, the Mayflower anchored off Cape Cod. The long voyage to America was over.

1/ Daniel J. Beeby, etal, op. cit., pp. 119-120.

( ) 1. The Mayflower reached Cape Cod in November, 1620.

( ) 2. The Separatists got permission to settle on the Virginia Company's land.

( ) 3. Besides the sailors, a hundred and two men, women, and children made the voyage.

( ) 4. The English merchants agreed to provide a ship if the Separatists would pay them back when their new homes were made.

( ) 5. They had to take food, furniture, and clothing with them.

( ) 6. Miles Standish, a brave English soldier, went with the Pilgrims.

To the Teacher
Skill: Organizing Information.
(Ability to arrange ideas in proper sequence)

19. Fact or Opinion?

Directions: Often a person who writes a story tells how he thinks the people in the story must have felt. Draw a line under each sentence that gives the author's opinion.

THE LANDING OF THE PILGRIMS[1]

How pleasant it would have been if kind friends had been there to welcome them to warm, comfortable homes! But there were no friends. There were no houses. How lonely the Pilgrims must have been! There was nothing but a stretch of snow-covered land with bare trees in the distance. Yet here these people decided to make their settlement.

The new settlers, or Separatists, were called the Pilgrims. One of their leaders was Captain Miles Standish. Without this great leader the new colony might have failed. Captain Standish knew how to deal with the Indians better than any other man in the colony. He trained the colonists so that they might defend themselves. He built a fort for their protection. He also led his men in expeditions against the Indians.

1/ Text from John G. Gilmartin, etal., op. cit., pp. 35-36.

To the Teacher
Skill: Critical Thinking
(Ability to distinguish fact from opinion)

20. How Well Do You Think?

Directions: The Pilgrims had many problems to decide. Read the story carefully. Look at the sentences following the story. Put a circle around each number that tells of one of the problems the Pilgrims had to face.

THE MAYFLOWER COMPACT [1]

If we had a magic radio that would let us hear the Pilgrims on that Saturday so long ago, we would hear the men discussing how their new colony should be ruled.

"This region is north of the Virginia Company's land," one of them would say. "But winter is coming on and we had better go no farther."

"Yes," another would add,"It's best to stop where we are. But who will govern our colony? The Virginia Company has no right to rule us here."

"We are all loyal subjects to the king of England." another Pilgrim would remind them.

"Truly we are," others would say. "Yet now we are far from England. Here there are no officers to keep order and no laws to protect us."

Then someone would suggest, "We must choose our own officers and make our own laws. And we must all agree to obey the laws and respect our officers."

That is just what the men on the Mayflower really agreed to do. That very Saturday they signed an agreement to elect officers and to make and obey whatever laws the colony needed. This agreement is known as the Mayflower Compact. The Mayflower Compact was very important. It was the first time that colonists in America decided for themselves how their colony should be ruled.

1/ Text from Daniel J. Beeby, etal, op. cit., pp. 120-121.

1. The Pilgrims had to plan a radio program.
2. Because winter was coming they thought they should go farther south.
3. They had to plan how the colony should be ruled.
4. They decided that the Virginia company should give them a leader.
5. They had to choose officers.
6. They had to make laws.
7. All the people had to agree to respect the laws.
8. Because they were loyal to England, they wanted England to make their laws.
9. Their agreement was known as the Mayflower Compact.
10. The Mayflower Compact was a set of rules about living in the colony.

To the Teacher
Skill: Critical Thinking
(Ability to recognize problems)

21. Can You Find the Sentence That Doesn't Belong?

Directions: In each paragraph below there is one sentence that takes the reader's mind off the main thought. Read carefully to find the sentence that doesn't help the meaning of the paragraph. Write the numbers of these sentences on the lines below the story.

THEIR FIRST DAYS IN AMERICA[1/]

1. That Saturday afternoon, some of the men went ashore for a little while to explore and to get wood for their fires. 2. On Sunday everyone stayed quietly aboard ship and listened to the minister, prayed, and read the Bible. 3. The Indians lived in tents. 4. But on Monday, Miles Standish took some men and went to look for a good place to make their settlement. 5. The other men were busy repairing a small boat.

6. And what do you suppose the women did? 7. One of them spent some of her time looking after her new baby. 8. She had named him Oceanus because he was born on the voyage across the ocean. 9. Columbus had not come as far north as the Pilgrims had come. 10. But mainly the women that day went ashore and washed. 11. Such washings as they had, too! 12. On the long voyage there had been no chance to wash their families' clothes.

13. After several days, Miles Standish and his exploring party returned. 14. Virginia was many miles to the south of Cape Cod. 15. Their pockets were full of Indian corn and they had a large kettle full of corn, too. 16. They had found the corn in a mound where it had been buried by the Indians. 17. The colonists saved it and in the spring they used it for seed.

18. The explorers had seen very few Indians. 19. One Pilgrim had fallen into a deer trap. 20. This trap, the buried corn, and other things which they saw showed that Indians had recently lived in this region. 21. The Mayflower Compact was an agreement.

1/ Text from Daniel J. Beeby, etal, op. cit., pp. 121-122.

To the Teacher

Skill: Critical Thinking (Ability to select and reject evidence)

22. Fun With an Outline

Directions: You have already learned that an outline is a plan to help you to remember ideas. Each paragraph in this story gives several important ideas. When you have listed them, you will have an outline. of the story. Each major idea has some minor ideas that help to make the story complete. Fill in the form under the story to make a good outline.

A GOOD PLACE FOR SETTLEMENT[1/]

At last a spot for their new homes was found. It had a good harbor. Several little brooks provided fresh water to drink. There was timber for building houses and boats. There was stone for chimneys, and clay and sand and shells for making bricks and other things. There was land free from trees where crops could be planted. There were fish and fowl in plenty.

It was almost Christmas, and the weather was cold. But the work of cutting down trees and building houses was begun at once. The settlement was called Plymouth. The colonists had hardly begun building when sickness broke out among them. For months they had eaten almost no fresh food. Lack of fresh fruit and vegetables caused them to take the scurvy. This disease made their gums so sore that they could hardly eat.

While the houses were being built the Pilgrims lived on the ship. Often the only way of getting to the shore and back to the ship again was to walk through the cold water.

Colds and fevers spread among the Pilgrims. At one time there were only halfadozen well people in the whole colony. But the settlers were brave and kind. Those who were able to get about took care of the sick and buried the dead. During the winter almost half of the colonists died.

1/ Text from Daniel J. Beeby, etal, op. cit., pp. 122-123.

But when spring came and the Mayflower sailed back to England, only the members of the crew were aboard. Not one of the colonists returned. The Pilgrims were determined to stay in America.

1. A Spot for New Homes Was Found
   A. The Pilgrims had to think about:
      1. Fresh water to drink
      2. Wood for building houses and boats
      3.
      4.
      5.
      6.

   B. Troubles while building their homes
      1. The weather was cold
      2.
      3.
      4.

   C. The coming of spring
      1. The Mayflower sailed to England
      2.

To the Teacher
Skill: Organizing Information.
(Ability to make an outline)

25. Can You Arrange These Ideas?

Directions: Several ideas that you will read in this story are listed below it. They are not in the order which they were told in the story. Read carefully so that you can put a number before each sentence to tell in what order it came in the story.

GOOD NEIGHBORS[1]

The leader of the Plymouth Colony was Captain Miles Standish. This English army officer liked the Pilgrims, who left their homes in England so that they might worship God as they pleased. When he heard that these brave people were planning to cross the ocean to find new homes in America, he said, "I like these people. I will go with them. They will need the help of a soldier."

During their first winter in America the Pilgrims suffered greatly from the cold. Many of them became sick. More than half of them died. In those sad days Miles Standish defended the colony and went hunting for food.

Miles Standish found some of the Indians very friendly. One of them, Squanto, showed the Pilgrims how to plant corn.

One day a strange Indian walked into the Plymouth Colony and said, "Welcome, Englishmen." The people were greatly surprised. They were glad to be friends with this Indian. His name was Samoset. He had learned a little English from some fishermen on the coast of Maine. He was so pleased with the colonists that he later came back with his chief, Massasoit.

The colonists were glad to make a friend of Massasoit. He showed his friendship by making a treaty with the Plymouth colonists. This treaty was faithfully kept for more than fifty years.

Massasoit made a treaty with the Pilgrims.

The leader of the Plymouth Colony was Miles Standish.

1/ Text adapted from John G. Gilmartin, etal, op. cit., pp. 39-42.

To the Teacher

Skill: Organizing Information. (Ability to arrange ideas in proper sequence)

Samoset visited the Pilgrims.

During the first winter, many Pilgrims died.

Squanto showed the Pilgrims how to plant corn.

24. Does This Story Tell Enough?

Directions: Read this story. Check the questions to see if they are answered in the story. Put an (X) in the space before the question if the story gives the answer. Put a (-) in the space if the story does not give the answer.

( ) Does the story tell how the Pilgrims showed that they were thankful for a good harvest?

( ) Does the story tell why we keep Thanksgiving Day every year?

( ) Does the story tell who was invited to the feast?

( ) Does the story tell you what they had for the Thanksgiving feast?

( ) Does the story tell how long the feasting lasted?

( ) Does the story tell anything about the friendship of the Indians?

( ) Does the story tell who the governor of the colony was?

1/

During the spring and summer of their first year in the New World, the colonists worked hard. They planted corn, grain, and vegetables. But the summer was very hot and dry. The people feared that their crops would fail. Governor Bradford said, "Do not be discouraged. Let us set aside a day and seek the Lord."

Rains fell at last, and the crops were saved. The harvest was good. There was a large supply of food for the winter. How happy the people were! But in their joy they did not forget to be grateful. They set aside a day for thanksgiving and prayer. This was the first Thanksgiving Day ever celebrated in America.

1/ Text adapted from John G. Gilmartin, etal, op. cit., p. 43.

We honor the memory of the Pilgrims by keeping the fourth Thursday of November as a day of thanksgiving. We call it THANKSGIVING DAY.

DO YOU THINK THAT YOU SHOULD READ MORE IN ANOTHER BOOK TO LEARN ABOUT THE FIRST THANKSGIVING DAY IN AMERICA?
(Yes-No)

To the Teacher
Skill: Evaluating Information.
(Ability to decide on the need for consulting additional sources of information)

25. How Well Do You Think?

Directions: You are to choose the one best reason that makes each sentence below the story true. Three answers are given, but only one is the real reason. Put a check (v) in the space before the reason that you choose.

THE PURITANS[1/]

The Separatists weren't the only people in England who had trouble because of their religion. Many English people were Puritans. The Puritans didn't want to separate from the Church of England. They just wanted to change it or "purify" it, as they said.

To escape punishment, the Puritans planned to come to America. Just eight years after the Pilgrims landed at Plymouth, a group of Puritans settled on the coast of Massachusetts. The Puritan settlement was called Salem. The first winter at Salem was filled with sickness and troubles. The Puritans suffered from scurvy and other diseases.

A doctor from Plymouth helped care for the sick Puritans during their first winter in America. Thus a friendship between the settlers at Plymouth and the Puritan colonists grew up.

Salem was just the beginning of Puritan settlements in America. During the year 1630, seventeen ships brought more than a thousand settlers to Massachusetts. Whole families came, bringing furniture and tools and farm animals. These people came to America to stay. In America they hoped to make a better living than they could in England. In America the Puritans could have the church they wanted.

Some of the new settlers joined the colony at Salem. The rest went to other places along the Massachusetts coast. Many of them made their homes at

1/ Text from Daniel J. Beeby, etal, op. cit., pp. 125-126.

Boston. Within ten years, 20,000 people had come to the Massachusetts Bay Colony, as the settlements were called. This colony grew more rapidly than did Plymouth. At length Plymouth was joined with its larger neighbor and was made a part of Massachusetts.

1. The Puritans were different from the Pilgrims because

   ( ) they didn't want to separate from the Church of England.
   ( ) they wanted to escape punishment in England
   ( ) they had trouble over religion in England

2. The Puritans had an easier time in America than the Pilgrims because

   ( ) they knew more about the new country
   ( ) there were more of them
   ( ) they had help from a Plymouth doctor when they were sick

3. The Puritan colony grew more rapidly than the Plymouth colony because

   ( ) the Indians were friendly
   ( ) it began as a larger colony than Plymouth
   ( ) the Pilgrims knew the hardships the new settlers would face

To the Teacher
Skill: Critical Thinking
(Ability to make comparisons)

26. Making Summary Sentences

Directions: Get into the habit of choosing the most important ideas to remember from your reading. It will save you time when you are studying. There are three paragraphs for you to read in the story below. Some summary sentences are given below the story for you to check. Put a (v) before the sentence that you think is the best summary for the first and second paragraphs. You are to write a good summary sentence for the third paragraph.

PEOPLE OF THE MASSACHUSETTS COLONY[1]

1. Not all the settlers in the Massachusetts Bay Colony were Puritans. But many of them were, and the colony's leaders were Puritan men. The Pruitans thought there was room outside of Massachusetts for people who wanted churches different from theirs. The leaders in the Puritan church were the leaders in the government of the colony. Only Puritans were allowed to vote. People whose religious beliefs differed from those of the Puritans sometimes got into trouble with the Puritan leaders.

2. Some of the Massachusetts settlers were wealthy, but most of them were neither very rich nor very poor. A few of them were well educated. All of them were interested in learning. The Puritans thought everyone should be able to read the Bible.

3. The Puritans worked hard. They farmed and fished and made salt and built ships. They held town meetings to discuss the affairs of their colony. They went to church. They sent their children to school. Their colony was the largest and strongest of the New England colonies and it was a leader among all English colonies in America.

PARAGRAPH 1

( ) The Puritans didn't want people in their colony who went to a different church than they attended.

1/ Text from Daniel J. Beeby, etal, op. cit., pp. 126-127.

( ) Because the leaders in the Puritan church were the leaders in the government of the colony, people who had different religious beliefs often got into trouble.

PARAGRAPH 2

( ) Most of the Puritans were neither very rich nor very poor, but all of them were interested in learning.

( ) A few Puritans were well-educated.

PARAGRAPH 3 - WRITE A SUMMARY SENTENCE YOURSELF. DON'T TRY TO PUT IN DETAILS.

_____

_____

_____

To the Teacher
Skill: Organizing Information
(Ability to make a summary)

27. How Well Do You Think?

Directions: Below the story are some statements for you to think about after you have read the paragraphs. Underline Yes or No under each question and then write the numbers of the sentences that helped you to form your opinion.

SUNDAY AMONG THE PURITANS[1]

1. Early on Sunday morning the Puritan family went to church. 2. In the church the people sat on hard benches. 3. To keep their feet warm some of them brought foot stoves. 4. A foot stove was a kind of iron box in which hot coals could be carried.

5. The Puritan church services were very long. 6. Sometimes the morning sermon lasted for three hours. 7. In the afternoon the people came to church again to hear another sermon.

8. While the church services were going on, a man carrying a long stick watched the people. 9. If a boy pinched the boy next to him, he was punished with a blow from the stick. 10. If an old man fell asleep, he was awakened by a tap on the shoulder. 11. If a girl laughed or a woman spoke to her neighbor, by a tap of his stick the man reminded her to behave properly.

1. Do you think that the Puritan church service made people tired before Sunday was over? (YES NO) Write the numbers of the sentences on this line that made you think as you do. _____

2. Do you think that the Puritan church was comfortable to sit in? (YES NO) Write the numbers of the sentences that helped you to form your opinion. _____

3. Do you think that the churches were heated? (YES NO) Write the numbers of the sentences that make you think as you do. _____

1/ Text from Daniel J. Beeby, etal, op. cit., pp. 167-168.

4. Do you think that the Puritan children had fun in church? (YES NO) Write the numbers of the sentences that helped you to form your opinion.

_____

To the Teacher
Skill: Evaluating Information.
(Ability to draw conclusions)

28. Finding Important Ideas

Directions: After the story you will find a list of some of the ideas that you have read. Some of them are main ideas and some of them are details. Draw a line under each idea that you think is a main idea.

ROGER WILLIAMS[1]

The Puritans wanted their churches to be the only ones in Massachusetts. Some people who weren't Puritans got along fairly well in the Puritan colony because they kept quiet. But there was one man who couldn't and wouldn't keep quiet. He was a young minister named Roger Williams.

Roger Williams made friends with the Indians. He even had many friends among the Puritan leaders. But his ideas differed from those taught by the Puritans. Williams talked a great deal about what he believed. The Puritans thought Williams' ideas would harm their church and their government.

"Mr. Roger Williams has spread new and dangerous opinions against our officers and our church, " declared the General Court of Massachusetts. "For this reason he must depart out of this colony within six weeks. He shall not return again without permission from this court."

It was in the fall when the court made this declaration. Later, because of the cold weather, the court agreed to let Williams stay in Massachusetts until spring if he would not talk about his beliefs.

But Williams gathered people around him and preached to them in his own home. To stop him, the Puritan officers made plans to send him back to England on the first ship that sailed.

Williams learned of their plan. In January, 1636, three days before the officers came to get him, he left

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1/ Text from Daniel J. Beeby, etal, op. cit., pp. 127-128.

his home in Salem. He spent the rest of the winter with friendly Indians. When summer came he bought land from the Indians and started a new settlement. This settlement was named Providence. Other people who did not agree with the strict ways of the Puritans left Massachusetts and came to Providence.

1. Roger Williams, a young minister, spread his beliefs among his friends.

2. He made friends with the Indians.

3. Roger Williams was asked to leave the colony because he would not keep still.

4. He preached in his own home.

5. Plans were made to send him back to England on the first ship.

6. He learned of the plans of the Puritan leaders and escaped.

7. He bought land from the Indians and started a new settlement.

To the Teacher
Skill: Organizing Information.
(Ability to discriminate between crucial and incidental fact)

29. Using an Index

Directions: You will need to use many books in finding answers to questions raised by your class. To help you to locate information quickly, learn how to use the index. Almost every book you will use will have an index at the back of it. The index is often more helpful than the table of contents because it is a complete list of every topic covered in the book. The topics are arranged alphabetically. The numbers following each topic show the exact pages to read. Here is a part of the index in each of four different books. Answer the questions following the index.

Book 1

William and Mary, College of, 104
Williams, Roger, 72
Williamsburg, 66, 104

Book 2

William and Mary College,
affairs at.....31,32
founded.....31
Williams, Roger, and the
settlement of Providence....70
views about religion.....70,71
Williamsburg, the capital.....31,32

Book 3

Wilderness Road, 239, 240
Williams, Roger, 88-90
Winthrop, John, 88, 144, 145

Book 4

Williams and Mary, College of, 152
Williams, Roger, 119-122; illus., 121
Williamsburg, Va., 146, 154, 201; illus., 146

1. Do you find that all of these books have information about Roger Williams?_____

2. Which book has the most information about Roger Williams?_____

3. Which book tells of his views about religion?_____

4. Which book has an illustration, or picture?_____

5. On what page is the picture?_____

6. Which book tells about the settlement of Providence?
_____

7. Which books tell about the College of William and Mary?_____

8. Which books tell about Williamsburg?_____

9. Which book tells about the Wilderness Road?_____

10. In which book would you look to find out about John Winthrop?_____

To the Teacher
Skill: Locating Information.
(Ability to use the index effectively)

30. Using the Index

Directions: Since you will have to use the index a great deal, here is another exercise to help you to know more about how to use it well. You may not always find at once the topic you are looking for unless you learn to think about KEY WORDS in the question. Key words are the important words. They tell what the question is about. You may have to use several key words before you can find the information. Look at this question:

How are mountains formed?

What is the question about? Since it is about mountains, that is the word you would have to look for in the index.

PUT A LINE UNDER THE KEY WORDS IN THESE QUESTIONS:

1. Who were the Vikings?
2. Did Columbus find a new way to the East?
3. Why was the first winter hard for the Pilgrims?
4. Where did the Puritans settle?
5. Why did Roger Williams leave Massachusetts?

In the following question, there are two key words:

1. Why did William Penn go to Pennsylvania?

The key words are William Penn and Pennsylvania. You would look in the index under Penn and Pennsylvania to find information.

PUT LINES UNDER THE KEY WORDS IN THESE QUESTIONS:

1. Who were the first colonists in Virginia?

2. How do forests prevent floods?

3. How did Eli Whitney happen to invent the cotton gin?

4. What settlements were made along the seacoast?

5. Why did people laugh at Robert Fulton's steamboat?

To the Teacher

Skill: Locating Information. (Ability to use the index effectively)

31. Making Notes of Things to Remember

Directions: You can give better talks to the class if you begin your planning by putting down short notes of things you want to be sure to tell. Since notes are for your own use, they do not have to be complete sentences. Look at the story below. In the first paragraph, you might make notes like this:

1. Boys and girls- New England-went to school.
2. New England-more attention to schools than other colonies.
3. Harvard College- first in the thirteen colonies.

Read paragraphs two and three. Write notes that you want to remember on the lines below:

SCHOOLS IN NEW ENGLAND[1/]

Both the boys and the girls in New England went to school. More attention was given to schools in New England than in the other colonies. Harvard College, in Massachusetts, was the first college in the thirteen colonies.

At the village school the children studied the hornbook, which was not a book at all, but a wooden paddle on which was pasted a sheet of paper. On this paper were the A B C's, the Lord's Prayer, and some verses from the Bible.

Boys and girls both learned to read and write. They learned some arithmetic and especially they learned about religion. Some of the boys went to college to study to be ministers and lawyers.

Paragraph 2. _____

_____

_____

Paragraph 3. _____

_____

_____

To find out how well you have written your notes, practice giving a little talk about the story to your teacher.

1/ Daniel J. Beeby, etal, op. cit., p. 168,

To the Teacher
Skill: Organizing Information. (Ability to take notes)

32. Can You Skim to Answer Questions?

Directions: Skim through this long story to see if these statements are correct. If the information is correct, write TRUE after the sentence. If the information is not correct, write FALSE after the statement.

1. Our money today is like that used in the colonies of early America. ( )

2. The children of early America would be greatly surprised to be asked if they had any money. ( )

3. People then did not need money as much as we do today. ( )

4. Money is always needed where there is trade. ( )

5. When the towns and villages grew larger, they had a greater need for money. ( )

6. England paid for the cost of the voyage of a bride across the ocean. ( )

7. The colony of Virginia planned to make some real money. ( )

8. The new coins had a picture of a pine tree stamped on one side. ( )

9. Captain Hall was given as much money as the weight of his wife. ( )

10. Samuel Sewell was the maker of the new coins. ( )

THE PINE TREE SHILLING [1]

Have you any money in your pocket or your purse? A penny? A nickel? A dime? Or even a quarter, perhaps? And have you used any money today to buy something you wanted?

The children of our early America would have been greatly surprised at such questions. Of course they didn't have any money! Even father and mother were without any money, real money, much of the time. Would it not seem odd to live in a home without money, in a town without money? It did not seem very odd then. People did not need money as much as we do. As you know, nearly everything that was needed was made or raised right at home. The people did not need to do much shopping.

When the towns and villages grew older and larger, the people had a greater need for money. More articles were bought and sold than in earlier days, and money is always needed where there is trade. But all through the colonies most families got along with very little money.

KINDS OF MONEY. The Indians used wampum for money. "Wampum" was their word for strings of small shells. Shells of different colors had different values. Some of the white men, because they had nothing better, used the Indian wampum for money.

In Virginia tobacco was money. Some of the first settlers there planned to marry girls who had been sent over to the colony. But before the marriage could take place the man had to pay the cost of the bride's voyage across the ocean. He paid this cost with tobacco.

A STORY ABOUT REAL MONEY. Of course, none of the articles that have been mentioned was handy to use as money. So the colony of Massachusetts planned to make some real money. The governor found a man who knew how to coin metal pieces of money. The new coins this man made had a picture of a pine tree stamped on one side. They were always called "pine tree shillings."

1/ Text from Merlin M. Ames, etal, Stories of My Country's Beginnings, St. Louis: Webster Publishing Company, 1944, pp. 220-221.

There is a story about Captain John Hall, the man who made the pine tree shillings. The captain took pay for his work in the new shillings. At last he had a great store of them.

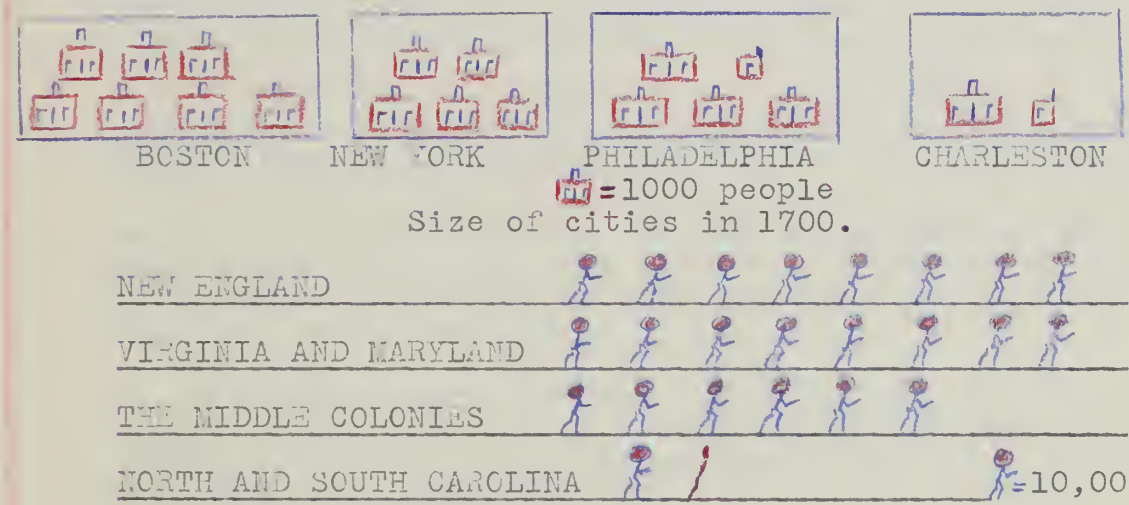
One day a young man, Samuel Sewell by name, came to Captain Hall to ask the captain for his daughter's hand in marriage. Captain Hall asked his daughter, who was a very plump girl, to stand on a scale. Then a great trunk was dragged into the room. It was full of pine tree shillings. These were poured into the other pan on the scale until the girl's end of the scale came up.

"There, Samuel!" cried the maker of coins, "you shall have my daughter as your wife, and her weight in pine tree shillings besides!"

To the Teacher
Skill:Locating Information
(Ability to skim rapidly to
locate needed information)

33. Getting Information From a Graph

Directions: A graph is a kind of picture story that gives you information. Look at this one below. It is made up of houses and people in our country in the year 1700. Each house means 1000 people. Each picture of a man means 10,000 people. Answer the questions below the graph.



1/

1. How many people lived in Boston in the year 1700?
2. How many people lived in New York in the year 1700?
3. How many people lived in Philadelphia in the year 1700?
4. How many people lived in Charleston in the year 1700?
5. Which section had the most people?
6. Which section had the fewest people?
7. Which city had the most people?
8. Which city had the fewest people?

1/ Mary G. Kelty, Life in Early America, Boston: Ginn and Company, 1941, p. 263.

To the Teacher
Skill: Locating Information.
(Ability to use graphic representation)

34. Can You Find Differences?

Directions: Below the story are two columns for you to fill in. Read the story carefully to compare the mail of long ago with our system today.

CARRYING THE MAIL[1/]

It would seem strange to us to write a letter and then have to plan how we were going to send our letter where we wanted it to go. In early times everyone who wrote a letter had to puzzle over this. Most poor people settled the matter by not writing letters. The rich ones sent the few letters they wrote by special messengers.

The need for post offices and for men to carry the mail became so great that the leading men of Massachusetts colony decided to do something about it. They asked the rulers of the colony to start a regular way of carrying the mail. The rulers agreed, and said they would find "some mete person to take in and convey letters according to directions." John Hayward got the job. He was the first mail man in our country.

Virginia was the next colony to have men to carry the mail. To keep the men from becoming careless and losing the mail, it was agreed that every time one of the mail men lost a letter he had to pay a fine of one hogshead of tobacco.

Soon men riding good horses began to carry letters between the towns of New York and Boston. There was one locked mail box in each place. People dropped their letters in these boxes much as we do. On Monday morning the mail man took them, put them in his saddlebags, and began his long journey. In about two weeks a letter mailed in New York would reach the person it was meant for in Boston.

After a time the mail was carried by stages instead of by men on horseback. Benjamin Franklin had charge of the mail for all of the colonies. He traveled about to see

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1/ Text from Merlin M. Ames, etal, op. cit., pp. 222-224.

how well the work of carrying the mail was being done. When our new nation, the United States, was being formed, Benjamin Franklin went on with his work of caring for the mail of America.

How the Mails Then and Now Are Alike	How the Mails Then and Now Are Different
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

To the Teacher
Skill: Critical Thinking
(Ability to Make Comparisons)

35. Can You Arrange the Ideas in This Story?

Directions: Read this story carefully so that you can put the ideas that belong together under the right headings. You will find some things to do after you have finished the reading.

AMERICAN HOME LIFE IN 1763[1]

CLASSES OF PEOPLE

The shores of New England were settled chiefly by merchants and people who worked for them. The merchants were quite different in dress and manners from the farmers, skilled workmen, and common laborers. Most of them owned slaves and bought and sold them like other goods.

In the middle colonies there were also land owners and merchants. The Pennsylvania merchants usually had much to do with both government and society. After the English took charge of affairs in New Netherland, the patroons and trading families still kept their high places in society. They furnished the soldiers and were the leaders of the province.

Virginia was settled by merchants, shipping people, nobles of low rank, bond servants, and slaves. Those who gained control of large estates began to act like English nobles and were called "Cavaliers."

In all the colonies, the rulers, according to their wealth and power, demanded that the people obey them. At Harvard and Yale Universities, wealth made the rank of the students. In the churches, people were seated according to age, social position, and the value of their lands. Just as in Old England, the common people stepped aside until their so-called "betters" were seated.

Next below the masters of large estates were those who owned small pieces of land. In New England and the middle colonies, they made up the bulk of the people. They were those who worked at trades, sailed to all parts of the world, and farmed the soil. They were the settlers, too, of the back country in the plantation colonies.

1/ Text from Ira Morris Gast, Our American Colonists, Philadelphia: F. A. Davis Company, 1942, pp. 331-332.

These hard-working people were often looked down upon by the upper classes. They rose higher and faster, however, in America than in Europe and they prepared the way for the founding of our nation.

Whenever people of the upper class started a war, it was the farmers who ended it. The gentlemen of Virginia ruled the army, but the lower class of people filled the ranks and carried the muskets. They were the ones who opposed the rule of the merchants, rich settlers, and planters.

A third class in Colonial society consisted of free tradesmen and laborers. The growth of this class in numbers and power was slow. Everywhere they were poor; only those who had saved up a little property could vote.

Below the level of free, working people were the bond servants usually working on farms and at household duties. After their terms of service were ended such servants became freemen and in time a few held property and position. Many of them, however, never rose above the level of laborers. Too often they remembered their lowly rank and were content to live in the Southland as poor whites.

The most humble of all people in the Colonies were the Negro slaves. There were more than a half million of them when the war for freedom from England began. Although in some Colonies they could be set free, most of them remained slaves for life. Whether free or slave, their race kept them in a class by themselves.

HERE ARE THREE COLUMNS FOR YOU TO FILL IN. Under NEW ENGLAND, put the classes of people that settled there. Under MIDDLE COLONIES and VIRGINIA, do the same thing.

NEW ENGLAND	MIDDLE COLONIES	VIRGINIA
1. merchants	1. landowners	1. merchants
2.	2.	2. shipping people
	3.	3.
		4.
		5.

NOW CAN YOU THINK CAREFULLY AND ARRANGE THE PEOPLE IN THE ORDER OF THEIR POSITIONS IN THE COLONIES?

1. Masters of large estates.
2. Those who owned small pieces of land.
3.
4.
5.

To the Teacher
Skill: Organizing Information.
(Ability to classify words or information)

36. Fact or Opinion?

Directions: Below the story are several sentences for you to read. Some of the ideas are the opinion of the author. Some of them are facts. Draw a line under the ideas that you think are the opinions of the author.

HOMES AND HOME LIFE [1]

When Europeans first came to America, they built such shelter as would protect them until they could have better houses. Their need at the time was greater, when, like the Pilgrims, they arrived in cold weather. No doubt most colonists had never lived in such quarters before.

In Massachusetts, New York, Pennsylvania, and some other Colonies, settlers lived in caves. They dug them in the sides of hills and lived in them until log houses could be built. In New Netherland some well-to-do men favored caves or dugouts for two reasons. They did not want to waste time in building, and would not discourage the poor who could not afford houses.

Doubtless, there were no permanent cave homes in New England, but in Pennsylvania caves were used to some extent for at least fifty years. Often the settlers used caves as cellars for wooden houses which they built over them. The dugout, provided with a roof just above the ground, is still used in some places as a storage space for vegetables.

The first houses were log cabins. Most of the settlers in the British colonies expected to live in America all their lives. Being unable at that time to build such houses as they wanted, they made shelters out of whatever materials they found. Trees had to be cut down to make room for gardens and crops. The straightest trees were used in building log cabins. There were neither mills for sawing logs into lumber, nor ovens in which to make brick. Sometimes stones were used instead of logs, but logs were more plentiful than any other material.

1/ Text from Ira Morris Gast, op. cit., pp. 332-335.

In building earliest log cabins, a trench about two feet deep was dug just where the sides were to be. Then trunks of trees the right size and length were placed on end and dirt and stones filled in around them. More often, logs used in this way were cut fourteen feet long. Were there to be a loft, the logs were eighteen feet in length. Trunks of small trees were used for the roof.

Very likely the early settlers first got the idea about log cabins from Indians who built palisades or high fences around their villages. They began building cabins out of round logs one above another and halved together at the corners. The open spaces between the logs were filled with pieces of wood and covered with clay. Doors were hung on wooden hinges or with strips of hide.

A floor of logs hewn flat was not for the poor. The single room called the fire-room usually had a large chimney at one end. The loft was reached by means of a ladder. Such houses are still built and used wherever logs are plentiful.

Each settlement finally came to have houses like those in which the owners had lived in Europe, but the change was gradual. Roofs of the better houses were of handmade shingles. Walls within the houses were of clay mixed with chopped straw and whitened with powdered clam shells.

Bricks for the first brick houses were brought from Europe, but as good clay was plentiful here, bricks were soon made in America. Oiled paper was at first used on windows. In the province of Kennebec, such paper windows were still found as late as 1745.

Painters are not mentioned in any of the early lists of workmen. Very few of the early houses, especially in New England, were either painted or colored.

Until about 1720, houses in New England were very simple. Usually they had gabled roofs, the second story sometimes extending a little beyond the first. Larger houses had rooms built around a central chimney. They were usually two stories high and faced south. Some of them had kitchens built on at the rear or at the side.

New England houses were usually very plain but

sometimes beautiful. As some people grew more wealthy, houses were built square with two chimneys and dormer windows. Handsome doorways and walls gave such houses great beauty.

1. When Europeans first came to America, they built such shelter as would protect them until they could have better houses.

2. No doubt most colonists had never lived in such quarters before.

3. The first houses were log cabins.

4. The straightest trees were used in building log cabins.

5. Very likely the early settlers first got the idea about log cabins from Indians who built palisades or high fences around their villages.

6. Until about 1720, houses in New England were very simple.

To the Teacher
Skill: Critical Thinking
(Ability to distinguish fact from opinion)

37. Can You Skim to Find Answers?

Directions: Read the following questions. Skim over the story to see if they are answered. Put a circle around the number of the questions that are not answered in the story.

1. Where is New Netherland?

2. Were the houses in New Netherland different from those built by the Puritans?

3. How were the roofs of the houses in New Netherland built?

4. How were the Puritan fireplaces built?

5. Why were the doors in the better homes in New Netherland built in two parts?

6. Which home had the large central chimney, the Puritan, or the New Netherland house?

HOUSES IN NEW NETHERLAND [1]

Early houses in New Netherland were very different from those built by the Puritans. They were of wood and yellow brick. Instead of the large central chimney, there were two chimneys, one at each end of the house. Often a weather vane was put up at each corner of the roof.

The settlers of New Netherland of course tried to build houses much like those in Holland. Better houses had heavy doors divided into upper and lower parts. The lower half could be closed while the upper half stayed open. In this way ducks and chickens could not get in.

Doors usually had heavy handmade knockers and latches of iron or copper. Most metals were kept freshly

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1/ Text from Ira Morris Gast, op. cit., pp. 335-337.

polished, for the housewife always had her house neat and clean. In towns the houses stood very near the sidewalk with their big gable ends facing the street. Roofs were high and steep.

Inside the house were great oak beams just as in New England. Fireplaces were gaily finished with bright-colored tiles. Two very important rooms were the cellar and garret. The cellar had great bins for vegetables, barrels for beef, casts for cider, and tubs for pork. In the garret were stored old pieces of furniture, spinning wheels, and other things not often used.

Dutch fireplaces were very different from those other people built. On the first floors they extended about five feet into the rooms, the backs being on the wall. Kitchen fireplaces were very high and wide with hoods at the top to catch the smoke. A fireplace built in a parlor was commonly faced with tiles made in Delft, Holland. Delft tiles were in different colors. Some were a dull blue while others were pure white or yellow.

To the Teacher

Skill: Locating Information.
(Ability to skim rapidly to locate needed information)

38. Fun With an Outline

Directions: Since you have made outlines before, this one will be easy. It will be fun to do, too. Read the story and fill in the blanks after the story to make a good outline of what you have just read.

THE SOUTHERN MANSION [1]

The southern mansion located on higher ground somewhat back from the river was the finest of all Colonial houses. It was built two or three stories high of either smooth wood or brick. At the front appeared a stately porch with huge columns, while at each end of the house stood a great chimney.

Inside the mansion were rich stairways of mahogany. Through the center of the house ran a great hall which was used as a living room, library, and for parties. Opening from this hall both downstairs and upstairs were the bedrooms. The planter often had many guests to stay overnight.

The mansion's kitchen was a separate building near the great house. Not far away were many other small buildings in which much work was done. There was a smokehouse for curing hams and bacon, and a dairy where butter was made. There were barns, too, and stables for animals. Each plantation had so many workmen that its buildings reminded one of a small village. The lord of the mansion was master over the whole plantation.

A. Location of the mansion
   1.

B. How it looked outside
   1. It was three stories high.
   2. It was built of smooth wood or brick.
   3.
   4.

1/ Text from Ira Morris Gast, op. cit., p. 337.

C. How it looked inside
   1. It had rich stairways of mahogany.
   2. A great hall ran through the center of the house.
   3.
   4.

D. The mansion's kitchen
   1.

E. Other buildings where work was done
   1.
   2.
   3.

To the Teacher
Skill: Organizing Information.
(Ability to make an outline)

39. Comparing Colonial Furniture With Ours

Directions: Read this story about furniture in Colonial homes. Think about how our home furnishings today are like the Colonial days, and how our furniture is different. After you have read the story, fill in the columns below.

FURNITURE IN COLONIAL HOMES[1]

Furniture in Colonial homes was suited to the time and place in which it was used. Large wooden chests brought from Europe were used for storage places for linens, clothing, and bedding. Tables made in New England were of heavy oak. More beautiful tables perhaps of mahogany could be found in richer homes of New York and mansions of the plantation provinces.

In earlier times, homemade stools and benches were very common. A little later, chairs with rush or split bottoms began to appear. Then very expensive cloth covered furniture was brought either from Europe or made by skilled workmen in the colonies.

Every Colonial house had shelves or cupboards for dishes. New England cupboards were usually placed in corners. Beautiful desks made of maple, cherry, walnut, or mahogany, with book shelves above, were seen in the mansions.

Beds were large and heavy. The four posts were often very high to support a canopy and provide for draperies. Mattresses filled with straw, corn husks, moss or boughs were held in place by means of cords stretched back and forth. Sometimes there were wooden pegs along the sides and ends to hold the cords. Feather beds were a great luxury. If a family owned a feather bed they usually placed it over the mattress on the guest bed. Young children slept on trundle beds which could be shoved under the larger beds during the daytime.

Much of the other furniture about the house was needed for making clothing and preparing food. Among

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1/ Text from Ira Morris Gast, op. cit., pp. 346-347.

the pieces most often seen were the spinning wheel, swift, and reel. Where cloth was made at home, a loom always stood in some part of the great room. All such things were more common in New England than on the plantations.

HOW OUR FURNITURE IS DIFFERENT FROM COLONIAL DAYS	HOW OUR FURNITURE IS LIKE THAT USED IN COLONIAL DAYS
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

To the Teacher
Skill: Critical Thinking
(Ability to make comparisons)

40. How Well Can You Take Notes?

Directions: Read this story through carefully. Perhaps you will need to read it a second time to get the ideas in your mind. Then, without looking at the story again, write down all of the notes that you can remember about it. It will help you to see how carefully you have read.

MEALS IN COLONIAL DAYS [1]

BREAKFAST

The country breakfast did not consist of tea and toast, or cake and coffee. For this meal, doughnuts, jellies, pancakes and sauces, two kinds of bread with sausage and vegetables were eaten in large amounts. Maple syrup always went with pancakes and sausage. Of course, children would count the number of pancakes eaten and try to see who could eat the most.

HOW MEALS WERE SERVED

The manner of serving meals was quite different from that of today. The dining table was a long board sometimes less than three feet wide, without attached legs. It was called a table board and was laid across wooden horses. As sawed lumber was at first very scarce, parts of boxes or chests were made into a table board.

When America was first settled, forks were almost unknown to English people. They were only used in Italy. Without forks, hands were more generally used for holding food, and napkins were always needed. The first fork brought to America was for Governor Winthrop of Boston, 1633. About forty years later, a few two-tined iron and silver forks came into use, By the end of the century they were sometimes used at tables of the rich.

The salt cellar was always placed at the center of the table. This dish was of wood, silver, or glass and usually had three legs. Guests of honor were seated

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1/ Text from Ira Morris Gast, op. cit., pp. 343-346.

with the host and hostess near the salt. Children and those less important sat farther away.

Trenchers were important articles for setting the table. They were of wood, often only blocks about ten inches square and hollowed out three or four inches deep, somewhat like bowls. In these the porridge, meat, and vegetables were placed. Generally, there were not enough trenchers for each one's use. Perhaps two children or a man and his wife ate from one trencher, as was the English custom among people of high rank. If the table board were suitable, no trenchers were used at all. Such a board was perhaps six inches thick and had basins about eighteen inches apart around its edge. After the meal, the board was removed, washed, and dried. Then it was ready for the next meal.

Seldom were there enough chairs or stools for all. A long, narrow bench was placed at each side of the table. Children in many homes were never allowed to sit while eating. They stood by the side of the table during the meal. That custom lasted in old-fashioned families until 1800, or even later.

About 1750, there were many more articles for the table, but they had strange names. Sugar bowls were called "sugar boxes" and "sugar pots"; milk pitchers were "milk jugs," "milk ewers," and "milk pots." Vegetable dishes were called "basins"; and pudding dishes "twifflers."

To the Teacher
Skill: Organizing Information.
(Ability to take notes)

41. How Carefully Do You Read?

Directions: Read the story and the sentences after it. Put a (v) in front of the word or group of words that will complete each sentence and make it a true statement.

THE FIREPLACE AND BRICK OVEN[1]

In most Colonial homes, whether in New England, the middle colonies, or on plantations, the fireplace was the most important part of the house. There the people often cooked their food and during the winter evenings sat close together, dreading to leave for their cold beds. The fire was rarely allowed to go out. Getting it started again was a very difficult task.

It would be impossible to mention all the kinds of food served. When food was scarce, the colonists had to think of new things to use for food. Some settlers in New Hampshire baked acorns of the red and white oaks. After the first few years there was a greater abundance of good things but not the variety that most of us enjoy.

Until 1776, family cooking and baking was all done at an open fireplace or in a large brick oven. Of all the foods cooked over the fire, corn meal probably was most common. This meal was slowly stirred into a pot of water and boiled. A little salt was added. Some people poured slightly sweetened corn meal into a bag and boiled it. This made the well-known hard Indian pudding. Some families had this food every day in the year. It was served first with milk for the main course, and then with butter and maple syrup for dessert. Cold pudding or mush is excellent food when cut into strips, fried until brown, and eaten with maple syrup or butter.

We should not forget the good old "johnny" or "jolly cake," which is still eaten by many people of this country. One way the Colonists made it was to mix ground beans with Indian corn meal. This was sometimes boiled in a pot and eaten with East Indian molasses. More often it was baked in the oven and eaten with butter.

1/ Text from Ira Morris Gast, op. cit., pp. 337-342.

How about those good baked beans? The old way of soaking beans and then baking them for many hours in a stone pot is still followed. Or suppose we ask a couple of children to show us how people used to play the old game-

"Bean porridge hot,
Bean porridge cold,
Bean porridge in the pot,
Nine days old."

Bean porridge was very often eaten for supper with good brown bread mixed in.

Milk products had a large share in the meals. Soft white cheese made from sour milk, called "Dutch cheese," or "pot cheese," and "Bonny clabber" were easily made. Bonny clabber was thick, sour milk generally sweetened with maple sugar. Homemade sage cheese was as common as bread and meat. Butter is made today as it was years and years ago except that we have machines and can make more of it at a time.

Breakfast was not breakfast at all without pie. Dinner could not be called dinner without at least two kinds of pie, and supper! Well, without pie for supper one might as well kick off his boots and go to bed. Thanksgiving pies were sometimes made of bear's meat and dried pumpkin. They were sweetened with maple sugar and had a lower crust of corn meal. One woman's husband said they were the "best pies he ever et." Boys, and girls, too 'et their heft in pies."

Oh, that shortcake made of biscuit dough with fruit between the layers! Nobody ate such cakes as we have. They were the drop variety and served at evening parties. We hear also about tarts made from the fruit of the briar rose, of sugared caraway cakes, pancakes, doughnuts, gingerbread, and cookies. Cake appeared only when company came.

To the Teacher
Skill: Critical Thinking
(Ability to find, select, and reject evidence)

1. In most colonial homes people sat close together around the fireplace because

   ( ) they were lonely.
   ( ) they didn't want to leave the heat for their cold beds.
   ( ) they were afraid of Indians.

2. People during the colonial days did not have as many different kinds of food to eat as we do because

   ( ) food was not often brought into the country on ships.
   ( ) food was always very scarce.
   ( ) the only way that cooking could be done until 1776 was in the open fireplace or in a large brick oven.

3. The most common food that the colonists had was

   ( ) corn meal.
   ( ) cold pudding.
   ( ) baked beans.

4. For breakfast the colonists ate

   ( ) steak.
   ( ) pancakes.
   ( ) pie.

5. Thanksgiving pies were often made of

   ( ) lemon.
   ( ) bear's meat.
   ( ) nuts.

42. How Well Do You Think?

Directions: Here is a story for you to read about the way in which the colonists were able to have lights in their homes. As you read, think of all of the things that they used to make light. Think of the work they had to do in making candles. At the end of the story you will find two lists to fill in. Think carefully as you read.

HOW HOUSES WERE LIGHTED [1]

Pine knot called "candlewood," so plentiful in the forests, came into general use for lighting houses. At first there were not enough domestic animals to furnish tallow but there were plenty of fish and whales in the sea. Whale oil was cheap and burned very well in tin or glass lamps. Some whales furnished what the English called "sperm oil."

Bayberry wax was another important material used for candles as late as 1800. The shrub grew in all the Colonies along the coast and was very common on Long Island. When ripe berries were boiled in large kettles the wax would rise to the top of the water. Wax candles would bend less quickly in hot weather and burn more slowly than tallow ones.

One of the important household duties was making candles for dark winter evenings. A good fire was started in the fireplace under two huge kettles perhaps two feet across. These kettles were half filled with boiling water and melted tallow. One at a time was removed from the fire.

In a cool place away from the fire were hung two long poles from one chair or stool to another. Across these poles were placed, at regular spaces, small sticks about fifteen to eighteen inches long, called "candle rods." These poles and rods were kept from year to year in the garret or on the kitchen beams.

From each candle rod hung six to eight candlewicks.

1/ Text from Ira Morris Gast, op. cit., pp. 347-349.

By lifting the candle rod with one hand, the candlewicks were dipped in the melted tallow. Then the rod was returned to its place across the poles. Each set of wicks dipped in that way had time to cool and with each dip the candles grew larger. In this way, if the room were fairly cool, two hundred candles could be made in a day. Boards or other materials were placed on the floor under the rods to catch drops and protect the floor.

Candles were also made in molds, usually of tin or pewter. Wicks were placed in the molds and hot tallow poured around them. In this way four, six, or even eight candles could be made in one mold.

Candles thus made were carefully packed in boxes and kept in a dark closet where they would not turn yellow. A metal candle box hung in the kitchen which held two or three candles to take the place of those burned out in the candlesticks.

Candles were of little value unless they could be lighted. Fire was obtained from either candles, or the fireplace. There were no matches. The first good matches were made in England in 1827, fifty years after our nation began. For another twenty-five years they were neither cheap nor common. Eighty-four of them were sold in a box for perhaps a dollar seventy-five cents in our money. The step between the tinder box and our safety matches has been made during the last hundred years.

When the fire in the fireplace went out someone went to the house of a neighbor for some coals. If the neighbor lived too far away, fire had to be started just as man used to do it many centuries ago. Nearly all families had a flint and steel, and some tinder, all of which were usually kept together in a tinder box. Making a fire in this way is very slow and difficult.

CAN YOU FILL IN THE BLANK SPACES ON THE NEXT PAGE?

THINGS USED TO MAKE LIGHT	HOUSEHOLD DUTIES IN MAKING CANDLES
1. Candlewood	1. A good fire was started in the fireplace under the kettles.
2.	2.
3.	3.
4.	4.
5.	

To the Teacher
Skill: Organizing Information.
(Ability to classify information)

43. Major and Minor Ideas

Directions: Major ideas are the important parts of any story. Minor ideas help to make the story interesting. After you have read this story, look at the sentences at the end. Some of them are major ideas and some of them are minor ideas. Put a circle around the number before each major idea, or each idea that gives very important information.

WHAT FARM ANIMALS MEANT TO THE COLONISTS[1]

Too little honor is paid to the farm animals of early American days. Oxen were the power of the land. Cattle gave leather for clothing, tallow for candles, horns for powder, and hides for trunks, chair bottoms, water bottles, and many other things. Cows gave food and hides, sheep provided food and wool, and poultry furnished food and feathers.

Cattle and horses meant so much to the settler that to lose one by death or theft was a serious matter. It might mean loss of food, light, and warmth for many months. Even as late as 1792 the New Hampshire Legislature passed a law to check stealing. Under the law, any person known to have stolen a farm animal was marked with a line of India ink deeply drawn across his forehead. From the center of this line another was drawn to the end of his nose. This penalty was for the first offense. One could also be given not more than a hundred lashes.

If there is any animal that should be placed among the founders of our country it is the ox. After 1633, cows and oxen became the chief source of their owner's wealth. We shall understand the reason for this when we think of the strength of these beasts and their many uses. It is said that in the early part of the nineteenth century a man could keep twelve oxen on what one horse would eat. The pulling power of the ox was several times that of a horse. A horse is much swifter, of course, but the rough roads in those days gave a horse little chance for speed.

1/ Text from Ira Morris Gast, op. cit., pp. 349-350.

A yoke of oxen was usually so good natured that a boy of seven or eight could drive while his father plowed the rocky field. While we usually see pictures of two oxen working together, an ox could be used alone with reins and traces.

Of all home animals the farmer could least afford to spare the cow. No wonder Bossy was such an important member of every family! Children could not keep well without her. She could furnish all the milk and butter the family needed at a very low cost. During much of the year she could find her own food.

As a means of escape or for carrying messages, the horse was the only animal that could be used. By stealing a horse the criminal could travel a long distance in a single day. Then he could leave the horse and escape through the forest. With the improvement of roads the horse became very popular until the automobile was invented and improved.

We shall want to know how farm animals were treated when they were sick. The remedies used were made entirely of vegetables. A cup of warm syrup was given to make the animals look healthy. Turpentine was rubbed on when an animal had been wounded. For sprain or overwork, a horse was fed a pound of angle-worms fried in a pound of butter. Insects called ticks were removed from sheep by rubbing snuff into the wool.

1. Oxen should be placed among the founders of our country.

2. Cattle and horses meant so much to the settler that to lose one was a serious matter.

3. Oxen were usually good-natured.

4. The cow could find much of her own food.

5. A cup of warm sirup was given to make animals look healthy.

6. The horse was the only animal that could be used for carrying messages.

7. It is said that a man could keep twelve oxen on what one horse would eat.

8. People who stole animals were punished.

9. When a horse got a sprain, he was fed angle-worms fried in butter.

10. The cow was an important member to every family.

To the Teacher
Skill: Organizing Information.
(Ability to discriminate between crucial and incidental facts.)

44. Can You Take Notes?

Directions: It will be easy for you to make notes because you have done it before. Read this story and think of the things that you think will be most interesting to tell to the class. How would you like to take medicine by the cupful? You will find some odd ways of getting over a sickness as you read this story.

Write your notes without looking at the story. If you don't remember many of the ideas, read the story again, but be sure that you do not look at the story while you are putting down your notes. It will be easy if you use an outline form as:

1. Strange notions
   a. Amber beads to prevent croup.
   b. Bags of sulphur or camphor.
   c. Horse chestnuts carried in pockets.
   d. Pan of water under the bed.

This outline is not a complete story for others to read. It is only a listing of ideas to help you to remember what you read. Of course when you tell your story you will make complete sentences for you will be teaching a lesson to other children.

COLONIAL MEDICINES [1]

Let us imagine living when medicines were simple and made at home. We shall see what one might take to make him well. The early Colonists knew how to mix up many remedies and the Indians taught them about many more.

1/ Text from Ira Morris Gast, op. cit., pp. 550-551.

Mothers soon became skilled in the use of herbs and could prepare medicine for every purpose. Children drank catnip tea to make them sleep. Bloodroot was hung over their beds to prevent nosebleed.

These were days of many strange notions. In some families children always wore amber beads around their necks to prevent the croup. Some older folks wore bags of sulphur, or camphor, to keep them well. Others always carried horse chestnuts in their pockets to keep them from being lame. It was thought a pan of water placed under the bed at night would prevent sweating. Dreams were avoided, so people said, by placing shoes under the bed, soles upward.

How the memory of spring medicines lingers! Springtime was famous for its bitters. Those old medicines made the children hide, cry, and squirm but never helped them to escape. Sulphur and molasses was perhaps the most famous. Then came sage and East Indian molasses, rhubarb, and dandelions with plenty of other bitters. The really old cures were never given by the spoonful every two or three hours, but were taken by the cupful. Those were times long remembered by the children.

Many things were used to keep sickness away, such as the following: "To prevent fever, men, women, and children are urged to smoke cigars and carry smelling bottles of vinegar in their pockets. For deafness, drop some roasted hedgehog fat into the ears now and then for a week or more. Use black wool in the ears to hold the fat. To prevent toothache people should cut their fingernails on Friday."

To the Teacher
Skill: Organizing Information.
(Ability to Take Notes)

45. How Carefully Do You Read?

Directions: Skimming means reading rapidly to find answers. Read each question below to see if it is answered in the story. If you find that the answer is given, put Yes after the question. If the answer is not given, put No after the question.

1. How did children dress in colonial days? ( )

2. How were the names for boys often chosen? ( )

3. How were children punished when they did wrong? ( )

4. What chores did colonial children have to do? ( )

5. How were their schools different from ours? ( )

6. What games did they play? ( )

7. Why did they have few toys to play with? ( )

8. How did they travel from one town to another? ( )

HOW COLONIAL CHILDREN LIVED [1]

In Colonial days children lived much like their fathers and mothers. When large enough they had chores to do and dressed like older people. Their queer names show the religious thoughts of people at that time. Names were more likely to have a meaning than they do today.

Names very common among girls were Comfort, Faith, Peace, Rejoice, and Joy. Boys were given names which

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1/ Text from Ira Morris Gast, op. cit., pp. 351-352.

To the Teacher

Skill: Locating Information. (Ability to skim rapidly to locate needed information)

appear in the Bible like Seth, Ezekiel, Daniel, and Jeremiah.

Children were treated kindly but they always had to obey their parents. They lived at a time when punishments were common and troubles were many. Parents gave them very few sweet things to eat and thought they should bathe in cold water even in winter.

Colonial children were not allowed to be idle. To waste time was thought to be a sin. All the children had chores to do, such as washing dishes, keeping the woodbox filled, feeding animals, and making rugs. They helped, too, in many tasks their fathers and mothers had to do. Doubtless most of their schooling during childhood was obtained at home.

When children were busy with chores and daily tasks they had little time for play. No doubt they were happier than boys and girls today, for they found real fun in everything they did. They had many games, too, such as children now enjoy. Among them were riddles, soap bubbles, ball, spinning tops, and rolling hoops.

Other games included hop-scotch, all sorts of tag, blindman's buff, kite flying, marbles, and leap frog. Both boys and girls joined in singing games like, "I sent a letter to my love, " and "here we go round the mulberry bush." We are reminded, too, of "Ring around the rosy," and "London Bridge is falling down."

Children were out of doors so much they had little need for toys. Such as they had were always made at home. A ball was either knitted or made of string. Most dolls were of cloth and stuffed. Some beautiful Spanish or English dolls came from Europe. They served as models of fashion for mothers rather than little girls. In the long winter months men and boys often made whistles, doll furniture, and hobby horses out of wood.

To the Teacher
Skill: Locating Information.
(Ability to skim rapidly to locate needed information)

46. Fact or Opinion?

Directions: A fact is a real true happening. An opinion is the belief of the author after he makes a careful study of a problem. Read this story carefully to see if you can tell which sentences are the opinions of the person telling the story. Write the numbers of the sentences that are opinions on the line at the end of the story. Leave good spaces so that your numbers can be read easily.

AT THE VILLAGE INN

1. The church was the most important meeting place in a colonial village.. 2. But another place where the people liked to gather was the village inn. 3. Strangers in the village stopped at the inn. 4. They brought news from the other colonies and from England.

5. Men of the village liked to gather at the inn to hear the news and to exchange ideas with their neighbors. 6. Perhaps they talked about hunting whales, for some New England men made a living by going out on the sea, catching and killing whales, and selling the whale oil.

7. Perhaps they talked about people in the village who were to be punished for breaking the laws. 8. There were many offenses for which people were punished in New England. 9. A man might be fastened to a post and whipped in public for not attending church. 10. Or, for stealing a loaf of bread, he might have to stand with his head and hands put through holes in a board which was fastened to a tall post. 11. A woman who had criticized someone might be put on a chair fastened to a long pole and ducked in the pond.

12. Perhaps the men at the inn talked about the danger of being attacked by the French and Indians.

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To the Teacher
Skill: Critical Thinking
(Ability to distinguish fact from opinion)

47. Do You Need to Look in Some Other Books?

Directions: How would you like to take a ride in a stagecoach? Here is a story that will tell you about it. Read the questions that follow the story to see if they are all answered. Put a (0) in front of those that you think are not answered.

TRAVELING IN A STAGECOACH 1/

America did not stay as wild and rough a country as it was in the times of the Pilgrim Fathers. Farms tock the place of woods. The old Indian trails were made wider for use as roads.

After a number of years stage coaches were to be seen on some of the best roads. The men who owned the stage coaches charged a fare for riding in their coaches.

If you had been living in those days, and wanted to make a trip in a stage coach, you would need to get up very early, for the coaches started out at three o'clock in the morning. In your coach there is room for nine passengers and the driver. If you have any bags, you will need to hold them in your lap or put them under your feet.

You will soon learn there are many rocks and stumps in the road and that there are no springs under your coach. You will need to hang on for dear life if you expect to stay in your seat. If the coach gets into a deep mud hole the driver may ask you and the other passengers to get out and push. When you come to streams, the horses will splash right through them, for there are no bridges. You will cross the wider, deeper rivers on a big raft.

Eighteen hours is a day's travel on a stage coach. So you will finish your day's ride at about nine o'clock at night. Long before daylight the next morning the driver's horn will sound, warning you to get up in a hurry and get ready for another long, bumpy journey.

Do you wonder that so few people traveled about in America of long ago?

1/ Text from Merlin M. Ames, etal, pp. 217-219.

To the Teacher
Skill: Evaluating Information.
(Ability to decide on the need for consulting additional sources of information)

( ) 1. What would you see along the way if you traveled on the National Road?

( ) 2. How often did the horses have to be changed?

( ) 3. Why did a toll have to be paid at certain places along the road?

( ) 4. What was a Concord coach like?

( ) 5. How many horses were needed to pull a stagecoach?

( ) 6. How many passengers did a stagecoach carry?

( ) 7. At what hour did the day's trip begin?

( ) 8. Would you expect a comfortable ride in a stagecoach?

( ) 9. Why did few people travel by stagecoach?

( ) 10. Between what places did the first stagecoaches run?

Answer YES or NO. Put a line under your answer.

Do you think that you should look in other books to see if you can find more about riding in a stagecoach? YES NO

48. Using an Index

Directions: You probably decided after you read the last story that it is necessary to look in other books in order to be able to answer all of the questions. You will remember from your other work using an index that all of the topics are listed in alphabetical order, that is, all of the words beginning with "A" are together, those beginning with "B" are together, etc.

When a number is followed by a comma, you can find information on only the page of that number. When there is a dash between numbers as 16-19, material can be found on all the pages between the first and second numbers. In this case you would find something about the subject on pages 16, 17, 18, and 19.

By having the ideas listed alphabetically, you can save time in finding references when you are looking in many books.

Here is a small part of the index found in each of several books that will help you to find more about stagecoaches. Look at the questions that follow this little index.

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1. In which book will you be apt to find the most about stagecoaches?

2. In which book will you be apt to find the least?

3. Which book do you think that you should read first?

4. On how many pages will you find information from the book that will be apt to give you the most material?

5. Why do you think that you will not find much information from Book 2?

6. In which book will you look to find a picture of a stagecoach?

To the Teacher
Skill: Locating Information.
(Ability to use the index)

49. Using a Table of Contents

Directions: There are so many things to learn that no one can remember all of them, but you can feel sure that in some book you can find the answer to almost any question that you have. One way to find information is to look in the table of contents that is usually before the first chapter of a book. The contents page lists chapter titles in the order in which they appear in the book. It also gives the page upon which each chapter begins. The table of contents is really like an outline of the book. Here is the table of contents of one book. Look at the questions following it to see if they can be answered.

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1. Would you expect to find anything in this book about Columbus and the early explorers?_____

2. Would you expect to find anything in this book about Daniel Boone and the trail-blazers in the West?_____ On what page would you look to see?_____

3. On what page would you look to find out about the government when our country was new?_____

4. In what chapter would you look to see if there is any information about travel in the early West?_____

5. In what chapter would you look to find out about new inventions in America?_____

6. What chapter might tell about a war?_____

7. On what page would you look to find information about new land that America gained?_____

8. If you were looking for information about the telegraph, in which chapter would you be apt to find it?_____

To the Teacher
Skill: Locating Information.
(Ability to use the table of contents effectively)

50. Organizing the Story

Directions: Read the story and the sentences that follow. They are not written in the order in which they were told in the story. Write the sentences on the blank lines in the order that the thoughts were given in the story.

The last edge of a settled country is called the frontier. The first people who push out to new country and prepare it for others are called pioneers. For more than two hundred years America had a frontier. The history of our country during those years was made because people needed better ways to travel. This caused the building of roads, canals, and railroads. Their need for faster ways of carrying news brought mail systems and telegraph lines. Changes came in the government when the people wanted to take part in handling the affairs of the country. 1/

People needed better ways to travel.

People who go to a new country are called pioneers.

America had a frontier for more than two hundred years.

A faster way of carrying news was found.

Changes came in the government.

The last edge of a settled country is the frontier.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

1/Text from Edna McGuire, op. cit., p. 168

To the Teacher

Skill: Organizing Information.
(Ability to arrange ideas in proper sequence)

51. Arranging Words in a List

Directions: Each of the following words means time, place, or things people do. Write each word where it belongs under the right heading.

afternoon	lake	speak
always	month	teach
before	mountain	think
build	never	tomorrow
city	ocean	trade
country	play	travel
desert	river	until
early	settle	valley
fight	since	work
forest	somewhere	world
hill	soon	worship
		write
		yesterday

TIME	PLACE	THINGS PEOPLE DO

To the Teacher
Skill: Organizing Information.
(Ability to classify words)

52. Making a Summary

Directions: Here is a short story about Daniel Boone, a great pioneer. After you have read it, see if you can make a summary sentence about each paragraph. Remember that a summary gives only the most important ideas.

DANIEL BOONE, A KENTUCKY PIONEER

Daniel Boone helped to open up that part of the country which was in his day called the West. He was not able to go to school because there were no schools where he lived. His mother tried to teach him to write but he did not learn such things easily. He had no books of his own but he liked to study nature.

When he was a young man he went with five friends to explore Kentucky. He studied the woods and the country around him. Of course he met many dangers. It is said that one time, to save himself from the Indians, he leaped down a cliff and got away.

In 1775, he led a group of people from North Carolina into Kentucky to make a settlement. They named the place Boonesboro after their leader. Here they built a large fort. The Indians were not friendly toward the settlers because they thought this land was their own and so they fought the settlers.

Once Boone was taken a prisoner by the Indians. The chief liked his bravery and wanted him for a son. There was no way for him to escape.

One day he learned that the Indians planned to attack Boonesboro. He knew that he must warn his friends. By careful planning he escaped and in five days he traveled 160 miles on foot.

The sixty men at the fort began to make it strong against the Indian attack. They got water, food, and cattle inside the fort. Soon over four hundred Indians came. For ten long days they tried to take the fort. When they saw that they could not do it, they left and never bothered the people of Boonesboro again.

Boone at last went west across the Mississippi River into Missouri. When Kentucky and Missouri became states, he lost his lands. Later they were given back to him because he had opened the way for settlers to follow.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

To the Teacher
Skill: Organizing Information.
(Ability to make a summary)

55. How Well Do You Think?

Directions: Read this story carefully. At the end are some sentences. Some of them are true and some of them are false. Write T before those that are right and F before those that are false or wrong.

THE BEGINNINGS OF OUR CAPITAL CITY

New York was the capital of our new nation when George Washington was made president in 1789. But it was the capital for only a short time. The men who came from the South to work in Congress thought the capital city should be farther south than New York. At last it was agreed that Philadelphia should be the capital for ten years. George Washington was asked to find a place for a lasting capital still farther to the south. He chose land on the Potomac River, not very far from his home at Mount Vernon. This area was given the name of the District of Columbia.

Washington often traveled to the ground where the capital city, Washington, was to be built. An engineer helped him in planning where the main streets would be of the city-that-was-to-be. The ground was rough, much of it was swamp land, and a great deal of work was necessary, before the first buildings could be begun. In 1800, Congress moved to the new capital city and went on with their work.

( ) 1. Philadelphia was the first capital city of the United States.

( ) 2. George Washington helped to plan the city of Washington.

( ) 3. New York was the capital of the nation when George Washington was president.

( ) 4. George Washington was made president in 1800.

( ) 5. The city of Washington was built on the Potomac River.

( ) 6. It was very easy to make the new capital city.

( ) 7. An engineer helped to plan the city.

( ) 8. Mount Vernon was built after the capital at Washington was planned.

( ) 9. Some of the men from the South wanted the capital city nearer their homes.

( )10. Philadelphia was the capital city for one year.

To the Teacher
Skill: Critical Thinking
(Ability to find, select, and reject evidence)

54. Does This Story Tell You Enough?

Directions: Here is a short story about some new land that was bought by the United States. Read it carefully and then look at the questions that follow. Put an (A) before those that are answered in the story and a (D) before those that are not answered.

THE LOUISIANA TERRITORY

After the United States had bought the Louisiana Territory, this land had to be explored. The men who were chosen for this job were Meriwether Lewis and William Clark.

Thomas Jefferson, the President of the United States, had a talk with the two leaders and explained what they were to do. They were told to make maps along the way and to take notes on what they learned about the new land.

The trip took a long time because they traveled over 8000 miles. The reports and the maps made by the explorers gave useful information. Lewis and Clark were each given a large amount of land for their services.

( ) 1. What states were made out of the Louisiana Territory?
( ) 2. Why were Lewis and Clark chosen to lead the expedition?
( ) 3. From what country did we buy the new land?
( ) 4. When was the land explored?
( ) 5. Who was president of the United States at the time of the purchase of the new territory?
( ) 6. Who was their Indian guide?
( ) 7. What hardships did they meet along the way?
( ) 8. How was the new land different from the known part of the United States?
( ) 9. How far did Lewis and Clark travel?
( )10. How many men did they take with them on the trip?

HOW MANY QUESTIONS ARE NOT ANSWERED IN THE STORY?

_____

DO YOU THINK THAT YOU NEED TO READ MORE IN ANOTHER BOOK IN ORDER TO ANSWER THESE QUESTIONS? FIND THE ANSWERS AND WRITE THEM ON THE BACK OF THIS SHEET.

To the Teacher
Skill: Evaluating Information.
(Ability to decide on the need for consulting additional sources of information)

55. How Well Do You Think?

Directions: Read the story below. Some questions are written after the story. Answer them by writing Yes or No in the space after each question. This is a chance for you to give your opinion.

The Indian's last stand. The story of America's march toward the West is a sad story for the red men who once held all this country as their own. Americans have always been a land-hungry people. A tale of rich, black soil, lying somewhere to the west, was enough to set thousands of pioneers moving. Even the dry dust of the last frontier called men who dreamed of a new chance in a new country. That all this land belonged to Indians who had lived on it for years meant nothing at all to the pioneer.

Sometimes white men did buy the land from the Indians, but more often they simply took it. After the United States became a nation, our government tried to deal with the Indian tribes by making treaties. Usually such treaties arranged that, if the Indians would give up their old lands, they would be moved to new lands farther west. Treaties were sometimes made in times of peace but more often after the Indians had lost in war with the white men. What could the red man do but accept the new land and leave the old home that he loved?

So the business of fighting, making treaties, and moving Indians went on for many years. On the western plains the Indians were allowed for a long time to live much as they pleased. This was because white men did not then want the land. 1/

1. Do you think that the Americans were selfish in the way that they took land from the Indians? ___

2. Are land-hungry people apt to be selfish people? __

3. Were all the pioneers sorry to take the land from the Indians? ____

1/ Text from Edna McGuire, op. cit., p. 306.

4. Was the new government willing to make peace with the Indians? ____

5. Do you think that the Indians were glad to give their homes to the white men? ____

6. Do you think that the Indians would have been allowed to live on the western plains for a long time if the white men had wanted the land? ____

7. Do you think that the white men could have found a better way of getting land from the Indians? ____

8. Do you think that the story of our country would have been changed if the Indians had come to this country at the same time as the white men? ____

To the Teacher
Skill: Evaluating Information.
(Ability to draw conclusions)

56. How Well Do You Think?

Directions: This is a very short story about Florida. It doesn't tell you very much. Can you think of some good questions that you would like to talk about? One might be, "How did Spain happen to own Florida?" Think of others and list them below the story.

WE BUY FLORIDA

Florida had belonged to Spain for a long time. Indians living there were causing trouble by crossing the border and making war on the planters. At last General Andrew Jackson, a famous Indian fighter, led his soldiers into Florida to find the Indians. This caused trouble with Spain. To settle the trouble we bought Florida from Spain for five million dollars. This was the second addition of land to the United States.

1. _____

2. _____

3. _____

4. _____

5. _____

To the Teacher
Skill: Critical Thinking
(Ability to recognize problems)

57. Major and Minor Ideas

Directions: Underline the two ideas below the story that you think are the most important.

FLATBOATS

In the early days of our country the easiest way to travel and carry goods was by boat. When settlers began to move west, the Ohio River formed their best and easiest route. Thousands of these pioneers reached the Ohio River at Pittsburgh. Here they bought lumber and built large flatboats. These flatboats were from sixty to a hundred feet long and twenty feet wide. At one end was a house for the family. At the other end there was often a shed for the horses, cattle, pigs, and chickens. Plows, wagons, and other farm tools were piled up near a stack of hay which was carried to feed the horses and cattle. A small boat for rowing ashore was pulled along behind. The women did the cooking and washing in the house.

The flatboats drifted with the current of the river. They were guided by a long oar, called a "sweep", at the rear. It was hard to keep the flatboats off the sand bars, and sometimes branches of trees caught against the house.

When the travelers reached the end of their journey, the flatboats were broken up and the lumber was used to build a cabin. As many as a thousand flatboats were used to float down the Ohio River every year.

1. Thousands of pioneers moved westward on the Ohio River every year.

2. A small boat for rowing ashore was pulled along behind.

3. Sometimes branches of trees caught against the house on the flatboat.

4. When the end of the journey was reached, the flatboats were broken up to build cabins on the land.

To the Teacher
Skill: Organizing Information.
(Ability to discriminate between crucial and incidental fact)

58. Making a Summary

Directions: Probably you have never seen a prairie. This little story will tell you something about it. After you have read it, make three summary sentences of the most important ideas.

THE PRAIRIES

The prairies were almost flat and they were covered with tall coarse grass as far as the eye could see. At first the pioneers thought that the prairies were worthless for farming, but later they found that the soil of this region was very good for growing crops.

Pioneers who settled on the prairies did not have the hard task of clearing a forest. But the sod of the prairies was very thick and tough. The settler needed a strong plow and from four to eight horses, or oxen to break the prairie sod for planting.

Enough trees grew along the streams so that the pioneers had logs to build their cabins and barns. Early life on the prairies was much like that in the forest regions. Happily there was less danger from Indians, and farm animals were in less danger from wolves. As soon as men began to learn how good the soil was, the prairie states grew rapidly in population.

1. .....

2. .....

3. .....

59. Thinking About the Meanings of Words

Directions: Here are some words that you have met in your reading. Match the numbers so that the words in the left-hand column agree with the meanings given in the right-hand column. For example, pioneer means one who goes into new country, so 1-10 are the numbers that match. Write your numbers on the lines given below the words.

1. pioneer	1. a large body of land
2. settle	2. the first mail service to the West
3. mountain	3. a large farm
4. frontier	4. a trip
5. chart	5. the last edge of a settled country
6. capture	6. make a new home
7. trading post	7. a person who lives in a colony
8. plantation	8. gold seekers
9. forty-niners	9. map
10. pony express	10. one who goes into new country
11. canal	11. very high land
12. colonist	12. seize
13. journey	13. a store
14. mainland	14. a waterway

1-_____
2-_____
3-_____
4-_____
5-_____
6-_____
7-_____
8-_____
9-_____
10-_____
11-_____
12-_____
13-_____
14-_____

To the Teacher
Skill: Evaluating Information
(Ability to understand words involved in the problem)

60. How Well Do You Think?

Directions: There are some sentences for you to finish at the end of the story. Read thoughtfully so that you can answer them well.

THE UNITED STATES GETS TEXAS

Texas, which belonged to Mexico, had some of the finest cotton-growing land and some of the best cattle-grazing land in the world. For many years settlers from the United States had been moving into the rich lands of Texas. At first Mexico welcomed these settlers. But so many Americans came that there soon were more of them than Mexicans in Texas.

In time there was trouble between the Americans and the Mexicans. The Americans thought that Texas should become a separate country, but the Mexicans would not let Texas go free. They sent a large army against them.

Nine years after the Mexican War, Texas became one of the states of the United States. This added another large piece of land to our country.

1. Settlers moved into Texas because _____
2. Mexico didn't like to have so many people come into her land because _____
3. There was trouble between the Americans and the Mexicans because _____
4. Mexico did not want Texas to go free because _____

To the Teacher
Skill: Critical Thinking
(Ability to recognize problems)

61. Organizing the Story

Directions: Read the story carefully. Then read the outline that follows it. The topics listed in the outline are not given in the order in which you read them in the story. On the blank lines below the outline, write the topics in the order in which they were told in the story.

PIONEERS FOLLOW THE OREGON TRAIL[1]

The land lying along the Pacific coast north of California came to be called Oregon. In early days it had been visited by trading ships from North Atlantic ports and from England. Rich catches of furs to be found here brought these ships on the long journey around South America and up the coast.

Great Britain and the United States both claimed rights in Oregon. In 1818 it was agreed that both nations should have equal rights to settle and trade there. This plan lasted until 1845, when the land was divided between the two nations. By this treaty the line between northwestern United States and Canada was fixed as it is today.

People went from the more-settled parts of the country to teach and preach to the Indians. The stories of the brave preachers and priests in Oregon caused people to want to go west. Tales of rich soil added to their interest. "On to Oregon," became the cry of the pioneers.

Trading ships from England
"On to Oregon," the cry of the pioneers
Oregon is divided
Carrying fur on ships
California became Oregon
Teaching the Indians

1/ Text from Edna McGuire, op. cit., pp. 203-204.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

To the Teacher
Skill: Organizing Information.
(Ability to arrange ideas in proper sequence)

62. Major and Minor Ideas

Directions: As you read this story, think of the ideas that are most important to the meaning of the story. After you have read it, list the numbers of the sentences that you think are major ideas and those that you think are minor ideas under the right headings following the story.

OUR AMERICAN LANGUAGE 1/

1. We speak the English language because most of the early settlers came from England. 2. They had not been in America long before they found that they had to add some new words because in England they had never had to name such things as: canoe, wigwam, moccasin, hickory, and squash. 3. The Indian names for these things soon came into the everyday speech of the colonists.

4. They borrowed words from their French neighbors in America as: prairie, portage, chowder. 5. From their Dutch neighbors they took such words as: "span" of horses, waffle, boss, and "stoop", which meant porch. 6. Then they had to make up some new words for things they had never seen in England such as: snowplow, bullfrog, shingle, schooner, and many others.

7. It was not long before there were so many differences that the speech of the colonists could hardly be called English any more. 8. It was really the beginning of our American language.

9. In the South the people began to speak in the same soft, slow manner as that of the Negroes. 10. Today English speech and American speech are not at all the same. 11. The Englishmen think that the Americans are very careless in the way they say their words.

MAJOR IDEAS MINOR IDEAS

1/ Text from Mary Kelty, op. cit., p. 303

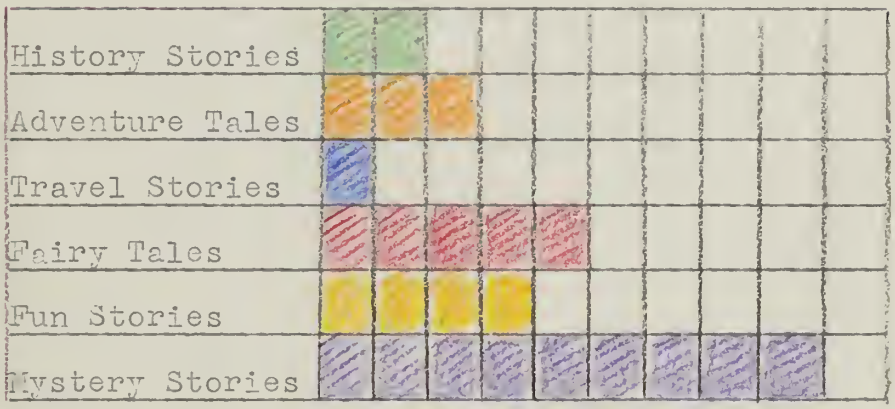
To the Teacher

Skill: (Ability to discriminate between crucial and incidental fact)

63. Reading a Graph

Directions: Keeping a record of the kinds of books you read is a good plan. It helps you to see quickly how many interests you have and whether you are reading from enough different kinds of books. Study this graph and answer the questions below. Each color on the graph means a different kind of a book that has been read.

WHAT ARE YOU READING?



1. What kind of story has been read more than any other?

2. What kind of story is next on the list?

3. What kind of story has been read the least?

4. Place on the lines below, the order in which the graph shows the reading interests of this child. Arrange them from the stories that have been read the most to those that have been read the least.

_____

_____

_____

_____

_____

_____

5. What kinds of stories do you think that this child ought to read more?

_____

_____

_____

_____

To the Teacher
Skill: Locating information.
(Ability to use graphic representation)

64. Thinking About the Meanings of Words

Directions: In each group of words below four of the words are alike in some way. One word is different from the other four. Think carefully about how these words are alike. Find the word that is different and cross it out.

northeast	Boston	history
between	United States	geography
east	Canada	science
south	Mexico	reading
north	Alaska	journey

gold	explorer	mountain
silver	settler	river
copper	colonist	telephone
sugar	discoverer	lake
tin	carpenter	ocean

river	yesterday	stagecoach
lake	tomorrow	trading post
stream	sometime	flatboat
desert	which	canal boat
pond	whenever	steamboat

rain	colonist	Boston
sleet	telegraph	New York
hail	radio	Washington, D.C.
air	Atlantic Cable	Europe
snow	telephone	San Francisco

To the Teacher
Skill: Organizing Information.
(Ability to classify information)

65. Fact or Opinion?

Directions: Here is another chance for you to decide between real facts and the opinions of the author. At the end of the story are some sentences for you to read. Put a (V) before each one that you think is the opinion of the author.

GOLD IN CALIFORNIA

Many people started for California when they heard that gold had been discovered. They probably thought that all the ground in California was sprinkled with gold waiting to be picked up. Of co rse, this was not true, but many a lucky miner became rich in a few days. Some found little or no gold.

How exciting it must have been to live in a town near the diggings! These towns were given funny names like Red Dog, You Bet, Hangtown, and Grub Gulch. Prices in these towns were very high. Eggs sold for $6 a dozen. A pair of boots cost $100. Milk was sold for a dollar a quart and flour for $1.50 a pound. When we look at the cost of living during the gold rush, we would expect that many children might have had to go without shoes.

( ) 1. Many people started for California when they heard about the discovery of gold.
( ) 2. They probably thought that all the ground in California was sprinkled with gold waiting to be picked up.
( ) 3. How exciting it must have been to live in a town near the diggings!
( ) 4. The towns were given funny names.
( ) 5. The prices in these towns were very high.
( ) 6. When we look at the cost of living during the gold rush, we would expect that many children might have had to go without shoes.

To the Teacher
Skill: Critical Thinking
(Ability to distinguish fact from opinion)

66. Finding Problems

Directions: Here is a short story for you to read. It is about how people traveled to California during the gold rush. It will not tell you enough information. After the story, write some questions that you think the story should have answered. These will be problems for your class to look up.

THE GOLD RUSH

News traveled slowly in the days of the gold rush. But the news of the discovery of gold finally reached the East and then the real gold rush began.

Few people stopped to find out how far away it was. All wanted to hurry to the gold fields. They went by three routes.

1. _____
2. _____
3. _____

To the Teacher
Skill: Critical Thinking.
(Ability to recognize problems)

67. Reading a Graph

Directions: There are many different kinds of graphs that tell a story. This one is a bar graph. From it you can tell how the number of children in our country are taken care of by the schools. Only one hundred of all the thirty-million school children in our country are shown on this graph, but all of the many, many, hundreds of children in the country live in towns and cities like the children shown on this graph.

OUT OF EVERY ONE HUNDRED CHILDREN

52	Live in the country and villages
17	Live in towns of 2,500 to 10,000 population
7	Live in towns of 10,000 to 30,000 population
5	Live in towns of 30,000 to 100,000 population
19	Live in large cities of more than 100,000 population

1. Where do most of the children in our country live and go to school?

2. How many children out of every one hundred go to school in large cities of more than 100,000 population?

3. Where do the fewest number of children out of every one hundred go to school?

4. Can you think of any reason why in big cities there are not more children listed out of every one hundred children in the country? Write your answer below.

_____

_____

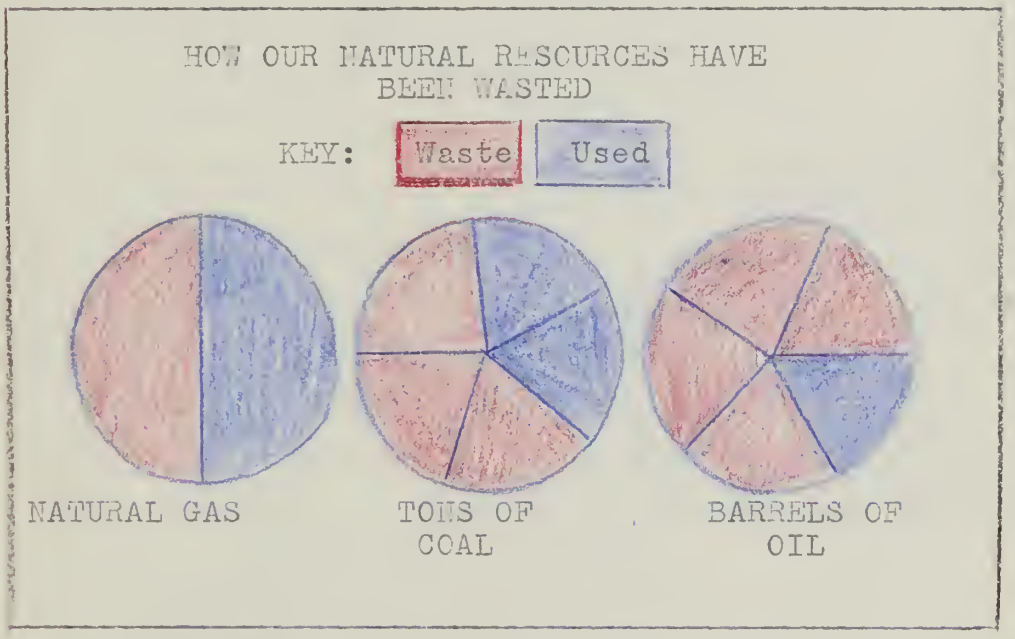
_____

_____

To the Teacher
Skill: Locating Information.
(Ability to use graphic representation)

68. Getting Information from a Graph

Directions: Here is a circle graph for you to study. It tells about how much oil, coal, and natural gas have been wasted in our country. The key tells you how to use the information. Some of your answers will be fractions.



1. What part of our supply of natural gas has been wasted? _____

2. What part of our coal supply has been saved? _____

3. What part of our oil supply has been wasted? _____

4. Out of every five tons of coal mined, how many tons are wasted? _____

5. Out of every six barrels of oil taken from the earth, how much is saved? ____

6. In which of these products is there the most waste? Put a line under the answer. gas coal oil

7. In which of these products is there the least amount wasted? Put a line under the answer.

   gas coal oil

8. If the same amount is wasted every year, do you think that these natural resources will last very long? Underline your answer.

   Yes No

To the Teacher

Skill: Locating Information.

(Ability to use graphic representation)

CHAPTER V

SUMMARY AND CONCLUSIONS

During the past twenty years there has been notable progress in understanding the problems of children with limited capacities for learning. The focus of attention, however, has been centered largely on the mentally deficient group rather than on those children comprising the next higher level of intelligence termed as the slow-learners. Since dull-normal children will continue to be taught in regular classes, it is essential that suitable educational adjustments be made through curriculum adaptations and teaching methods. School administrators look to the textbook writers to provide materials of high interest level and lessened vocabulary load for use with this group.

Reading required in the content subjects involves the higher mental processes. It is possible to teach slow children to develop the abilities involved in reasoning to a greater degree than has been accomplished in the past, through recognition of individual limitations. Choosing, evaluating, and discriminating cannot be developed without carefully selected materials for reference reading. Constant guidance in the use of such materials must be an integral part of the process of teaching the slow child how to read skillfully.

The relation of reading comprehension to learning in the social studies is of admitted importance, the correlation being dependent upon the mental set of the child as he is prepared to digest the complexity of the material that is placed before him. However simple it may appear to one who has mastered the skill, reading for the slow child is a highly elaborate and difficult performance; yet, any conception of reading that fails to include reflection, critical evaluation, and the clarification of meaning is inadequate in the teaching process. Good thinking is the only possible avenue to comprehension.

The slow child, like the average and bright, will have his share in perpetuating the future life of our country. Thus, the responsibility for developing his capacities to a maximum weighs heavily on the shoulders of all who must cope with the problem. The primary concern of educators in looking toward the world of tomorrow must be:

1. To improve the mental hygiene of each individual child by eliminating the necessity for failure.

2. To consider well the characteristics of the slow child that a good program may be devised to meet his needs.

5. To recognize the sundry problems of the individuals who compose this group, making provisions for curriculum adaptations within the classroom.

4. To have a thorough knowledge of the factors influencing learning progress among the dull-normals.

5. To effect teaching procedures that can be most effectively used with these children.

6. To increase each child's desire to develop his abilities to the fullest degree that he may enjoy a richer and more useful life.

7. To enrich the essential body of concepts in the social studies by ample audio-visual aids, since exposure to reading only cannot achieve desired results.

8. To provide a transitional period during which slow-learners are introduced gradually to the difficulties of reading materials involved in the social studies.

9. To give every child an opportunity to learn to reason as well as he can in order to insulate him against the gullible acceptance of every idea that he meets in life.

10. To provide every child with daily experiences that will help him to feel that he is a necessary part of his group.

SUGGESTIONS FOR FURTHER STUDY OF THE PROBLEM

1. The writer is cognizant of the need for a manual of suggested techniques for the development of the essential skills in geography as they apply to teaching the slow child.

2. It would seem the part of good judgment in discussing curriculum adaptations to devise a group of teaching units that will give ample suggestions for developing the slow group in the regular classroom.

3. The writer is aware that some school systems have listed certain minimum essentials for groups segregated according to ability. Since the present need in most school organizations is concerned with meeting the problems of slow-learning children within the regular group, it would seem that a study pertaining to the minimum essentials expected of slow-learners in the fifth grade would be especially helpful to classroom teachers. This study could resolve itself around any established curriculum in the field of social studies.

4. Another study might well be made on the extent to which the problem of the slow child is being met in the typical school

systems in America.

Our educational goal is to present the communities of the nation with adequate apprentices to life. Achievement depends upon how successful we are as educators in meeting the multitudinous problems of approximately twenty out of every one hundred children in our school population, who easily can become lost in the intricate labyrinth of learning unless they are given expert guidance in utilizing all of their resources.

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